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ABSTRACT

A self-esteem building program was developed and implemented to reduce the failure and potential dropout rate of limited English proficient 9th-grade Haitian students (N=15) who were enrolled in bilingual classes and were selected based on recommendations from their bilingual teachers, referrals for behavior problems, and failure in two or more subjects. Self-esteem building exercises and counseling sessions were employed over a 10-week development period. Instruments for measuring self-esteem, the Piers-Harris Self-Concept Inventory and the Demos Dropout Scale, were used. Students met with a counselor/social worker for 50 minutes, 1 day each week for 10 weeks. The students were put into small groups of 2, 3, 4, and 10 students for the activities to provide an equal amount of time for each student. The activities explored the three general areas which were essential in gaining self-esteem development. Developmental areas included a sense of belonging; a sense of competence; and a sense of worthwhileness. The results indicated increased levels of achievement for the target group when comparing their pretest and posttest. It was concluded that building positive self-esteem improves academic achievement. (Author/ABL)

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IMPROVING ACADEMIC ACHIEVEMENT THROUGH BUILDING SELF-ESTEEM IN AT-RISK LIMITED ENGLISH PROFICIENT NINTH GRADE HAITIAN STUDENTS

by

GLORIA H. MYRICK

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

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Gloria H. Myrick

Gloria H. Myrick

Abstract

Improving Academic Achievement Through Building Self-Esteem in At-Risk Limited English Proficient Ninth Grade Haitian Students.

Myrick, Gloria H., 1989: Practicum Report, Nova University, Center for the Advancement of Education. Descriptors: Self-Esteem/Self-Concept/Self-Actualization/Potential Dropouts/Bilingual Education/ Academic Achievement/Academic Aspiration/Student Achievement/Haitians/Ethnic Groups/Minority Groups/ Secondary Education/High School Students

A self-esteem building program was developed and implemented to reduce the failure and potential dropout rate of limited English proficient ninth grade Haitian students who were failing two or more academic classes. Self-esteem building exercises and counseling sessions were employed over a 10-week development period. Instruments for measuring self-esteem, The Piers-Harris Self-Concept Inventory (Piers, and Harris, 1977) and The Demos Dropout Scale (Demos, 1970) were used. The results indicated increased levels of achievement for the target group when comparing their pretest and posttest. It was concluded that building positive self-esteem improves academic achievement. (Appendices include the Piers-Harris Self-Concept Inventory, student questionnaire, teacher questionnaire, activities, and The Demos Dropout Scale.)

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Program Site Northeast High School Date March 22, 1989

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CHAPTER I

Purpose

This practicum was conducted at a South Florida high school. This public high school offers instruction to students who are in grades 9 through 12. The school was established in 1960 as a three-year high school. In 1969 the ninth grade was included. Total enrollment has increased in the past four years from 1,525 students to a total of 1,632 students.

The ethnic composition of the school has changed over the past four years. The White, non-Hispanic percentage of students has dropped from 64.8 percent to 60.5 percent; the Black, non-Hispanic population has increased from 26.4 percent to 27 percent. The Haitian population has increased from two percent to six percent, the Hispanic population has increased from 7.7 percent to 10.8 percent, and the Asian/Pacific Island population remains at 2.1 percent (County School Board, 1989).

Students are offered a variety of opportunities to enjoy and develop their individual interests, talents,

and leadership in art, music, drama, creative vocations, team sports, cheerleading, dance, language clubs, service clubs, and athletics. The teacher-pupil ratio is approximately 32 students per teacher. The only unusual variance in age-grade distribution is in the bilingual program: ninth graders are 15-17 years old; tenth graders are 16 and 17; eleventh graders are 17 and 19; and twelfth graders are 19 and older. Immigrant students frequently lack credits and communication skills, necessitating special grade placements. Bilingual students are usually mainstreamed after three years in the bilingual program. The teacher-pupil ratio is from 25-29 students per teacher for the bilingual classes.

Within the school boundaries are five public elementary schools, five non-public elementary schools, four public middle schools, and three non-public secondary schools. In the past 10 years, the assessed value of real estate has escalated. Economic conditions have been affected by the growth of industry, electronics, and tourism. Families with school-age children have been migrating to the western sections of the county. Boundary changes have also

been influential in causing changes in the socioeconomic levels of students living in the area. Sections of higher socioeconomic families have been replaced by sections of families with lower incomes. The socioeconomic levels of students living in the general school area ranges from low to high income with a concentration at the middle income level.

Since the 1980-81 school year, the school has been designated as a bilingual center for the north area. In a sampling of one-third of the student body concerning parental occupations for a 1984-85 self-study, the following top percentages were indicated:

Professional	21.5%
Skilled Workers	20.0%
Managerial	15.5%
Clerical	11.5%
Unskilled, Other	31.5%

The educational levels of parents reported were:

Elementary, and/or partial high school	18.0%
High School	25.5%
Beyond high school other than college	18.0%
Partial college through advanced degrees	33.0%

Approximately 45 percent of the students do not live within traditional family units; consequently, many more of the students live with relatives other than their immediate parents.

The school has a Family Counseling Center on its campus. Two full-time family counselors are available to the school and its community.

The guidance counselor who developed this practicum is a counselor in a public school setting and has been a math/science teacher for 16 years. This counselor is also a part-time counselor at one of the county's vocational-technical schools. The counselor's responsibilities at the high school include counseling, registering, and withdrawing students, conferences with parents, teachers, students, and working with teachers to solve student/teacher problems.

The Haitian students who participated in this practicum were enrolled in ninth grade bilingual classes during the 1988-89 school year. Students were selected for the self-esteem counseling group based on recommendations received from their bilingual teachers, referrals for behavior problems, and failure of two or more subjects.

A profile of the Haitian student describes the problems the Haitian student encounters in adapting to American schools. The Haitian school system emphasizes liberal arts and humanities.

Haitian education maintains 19th Century criteria oriented toward imparting good manners and a classical education. Contemporary Haitian education emphasizes the classics, literature, philosophy, Latin and Greek, and de-emphasizes the physical and social sciences. Education is based on methods of par coeurisme which emphasizes rote learning, memory action, and repetition. Education in Haiti was free, but it was offered only in the cities and towns, where only 15 percent of the population lives. The 85 percent living in the rural areas was not offered any education until the 1920s. Today the illiteracy rate remains at 90 percent for the total Haitian population (Charles, 1986), although six years of primary education are supposed to be mandatory. There is a lack of continuity in the school systems in Haiti or the Bahamas and the system in the United States. Some older school children have no former education or little education. They have difficulties coping with

the American curriculum because of unfamiliarity of scholastic materials and culture shock. Many Haitian students experience feelings of discouragement because they are confronted with material they cannot understand in a system in which they feel alienated. A majority of these students will eventually drop out of school to enter the job market. Haitian parents delegate their authority to the school and expect the teachers and administrators to take full responsibility for educating their children. They are not accustomed to participating in Parent Teacher Associations (P.T.A.) or meeting with teachers to discuss their child's progress. Haitian parents do not usually know how to help their children with homework. Low or non-existent incomes have led to a widespread malnutrition problem among the Haitian community, known as "The Haitian Syndrome." Malnutrition impairs the student's potential for learning in the schools. Many of the students displaying behavioral or learning problems often receive one meal a day, the lunch served in the school program. Many Haitian families have a single head of household with children living with other relatives, and parents still living in Haiti or

the Bahamas. These children suffer from the lack of appropriate care and the separation from their parents. Although Haitians and Afro Americans share a common heritage that extends back to Africa, the two groups mix little socially and tend to mistrust each other. Haitians who place a high value on personal liberty, are resentful of American prejudice and are critical of American Blacks, who they perceive as being too submissive and accepting of discrimination (Racine, 1981). Haitians remain a relatively isolated group because they cannot relate with ease to either Blacks or Whites in the United States (Racine, 1981).

Since the influx of immigrants to South Florida, thousands of limited English proficient Haitian students have entered the public school system. Many of these students are enrolled in high school according to age, not previous educational background. When Haitians come to the United States, they are required to attend school. Students as old as 17 are enrolled in the ninth grade. Although these students have had no previous schooling, they are expected to learn the material the same as the students who have had eight previous years of schooling. Students who are in upper

grades in Haiti are enrolled in ninth grade in South Florida because it is very hard to get transcripts from Haiti. The high school English as a Second Language (E.S.O.L.) program consists of two Spanish speaking bilingual teachers and seven teachers that speak only English. The non-English speaking and limited English proficient students are taught by using pictures. The only oral communication the non-English speaking students have with their teachers is through a peer interpreter who speaks the same language.

Many teachers are insensitive to the frustration of the limited English proficient student. These teachers demand the same performance in class and on tests that the English speaking student is required to exhibit, without giving the limited English proficient student additional help. Several students have sought help from counselors and tutors but are still unable to master the necessary skills to pass teacher-made tests or to understand directions given by the teacher. One of the Haitian limited English proficient students at the participating school experienced failure and frustration so strongly that suicide was attempted at

school using paper glue as poison, and a pencil to sever the vein of the hand.

Forty-three percent (19 out of 44) of ninth grade limited English proficient Haitian students are at high risk of failure of dropping out of high school. This is indicated by failures reported on first semester academic report cards, "Failure" and "Incomplete" reports, and disciplinary referrals from teachers.

There should be a maximum of 20 percent (nine students) dropout or failure rate for limited English proficient Haitian ninth grade students. The dropout or failure rate of limited English proficient Haitian ninth grade students needs to be reduced from 43 percent to 20 percent (19 students to nine students).

Students will accept and explore knowledge which contributes to their positive self-concept. J. H. McMillan's 1980 review of 124 dissertation abstracts indicated that teacher behavior was more significant as compared to instructional techniques in creating positive student attitudes. Student's self-concept, background, and heritage also shape a student's attitude toward school. Children possessing high self-esteem have been found to do well educationally.

This project sought to reduce the failure or dropout rate of limited English proficient ninth grade Haitian students by 23 percent. From 25 students passing to 35 students (23 percent) passing with only nine students failing to decrease from 19 to nine the overall rate of students failing.

The following performance objectives were developed for use during the implementation process:

1. After participating in a 10-week counseling program that stresses building self-esteem, 23 percent (10 students) of the limited English proficient ninth grade Haitian students will raise their academic grades by one grade level, from 1.0 to 2.0 as indicated on the second semester report card.

2. After participating in a 10-week counseling program that stresses building self-esteem, 23 percent (10 students) of the limited English proficient ninth grade Haitian students will gain a more positive attitude towards teachers and school as measured on the Demos D (Dropout) Scale as a pre and posttest comparison.

3. After participating in a 10-week counseling program that stresses building self-esteem, the

referral rate for disciplinary behavior of 23 percent (10 students) of the limited English proficient ninth grade Haitian students will be reduced by 75 percent, from 20 referrals per week to only five per week, as measured by the number of referrals sent to guidance by teachers of the participants.

4. After participating in a 10-week counseling program that stresses building self-esteem of 23 percent (10 students) of the limited English proficient ninth grade Haitian students, the self-esteem, feelings of self-worth, and pride in their individual differences and cultures will be improved as measured by the Piers-Harris Self-Concept Inventory pre and posttest comparison.

These objectives were developed to improve academic achievement, reduce potential dropout and failure rate, reduce disciplinary referrals sent to guidance, and to build self-esteem in limited English proficient Haitian ninth grade students.

CHAPTER II

Research and Solution Strategy

Self-esteem based education is the key strategy that is needed to prevent dropouts. Unless trends change, half of the three million first grade American children will fail to graduate from high school. How students feel about themselves crucially affects every aspect of their experience, from the way they function socially and academically in school to the way they function in the community. Responses to events are shaped by who and what people think they are. Self-esteem is the key to success or failure. It is also the key to understanding oneself and others. Underachievement at school has been traced to poor self-esteem. Positive self-esteem is a cardinal requirement of a fulfilling life (Branden, 1987). Self-esteem has two components: a feeling of personal competence and a feeling of personal worth. It is the sum of self-confidence and self-respect. To have high self-esteem is to feel competent and worthy. To have low self-esteem is to feel wrong as a person. Average

self-esteem is to feel right and wrong as a person, and to manifest these inconsistencies in behavior sometimes acting foolish, sometimes acting wise, reinforcing the uncertainty.

The ability to develop a healthy self-confidence and self-respect is the goal to success, and this leads to academic achievement. In the process of growing up, it is easy to become alienated from a positive self-concept. Negative input from others may lower the positive self-concept. The self-esteem of children can be nurtured or undermined by adults.

The relation between self-esteem and scholastic achievement has been of interest to researchers for several decades. Since the 1940's over 2,000 studies of self-concept addressed the relation between self-esteem and achievement. Researchers have concluded that the literature indicates a strong reciprocal relationship, and gives reason to assume that enhancing the self-concept is vital in improving academic performance.

There are two main ideas of self-concept development. The first theory is "developmental self." Proponents include psychologists and psychiatrists. In

their view, self-concept develops similar to the individual biological growth. Self-concept unfolds as a person matures, the growth and channeling of all that the individual is born with depends on the social group to which the individual belongs and to the self-characteristics socially assigned by the group. This theory focuses on the categorization and evaluation of self-concept.

Scheirer and Kraut (1979) identified another theory of self-concept which they labeled "internal needs theory." This theory focuses on the affective component of self-concept. This theory assumes that children have internal needs which the environment must satisfy in order for the child to feel good about himself. Freedom to explore, make choices, and follow internal urgings ensure the child's positive self-concept.

Educators have recognized a relationship between self-worth and academic performance; a student with positive self-esteem is usually a high academic achiever, while the one with low self-esteem tends to do poorly in school. Some school districts, such as Newark, New Jersey, and the Scarborough Ontario school

system, have positive self-concept development incorporated in their curricula. California placed self-concept development among its primary goals for students. Reverend Jesse Jackson's, "I am somebody" is an example of the importance society places on self-worth. Canfield and Wells in their book, One Hundred Ways to Improve the Self-Concept of Students, suggests ways in which educators and parents can help improve the self-concept of students. Books, such as Canfield and Wells', have been part of the force advocating self-concept development as an achievable and desirable goal of the public schools.

According to Muller, Chambliss, and Nelson, cited by Alawiye (1984), two aspects of self-concept theorize that a problem in the school setting is (a) the conceptualization of self-concept as a global construct and (b) the conceptualization of self-concept as enhancing academic achievement.

In self-concept theorizing the controversy is whether to view self-concept as a global model or a set of different and independent self-perceptions. Under the global self-concept conceptualization, it is believed that a ripple effect results when one aspect

of the self-concept is affected and the entire self-concept is affected (Alawiye, 1984). This theory requires that teachers and counselors pry into the home life of the student. According to Muller, Chambliss, and Nelson, cited by Alawiye (1984), an alternative view to the global conceptualization of self-concept, for the purpose of the school setting, self-concept can be viewed as organized into sets of independent areas. Larned and Muller (1979) identified four school-related areas of self-concept: physical maturity, peer relations, academic success, and school adaptiveness. In another study, specific areas of self-concept and global self-concept were correlated with academic achievement. The results of this study suggested that an area-specific model of self-concept is more useful in a school setting than the global model. Muller, Chambliss, and Wood (1979), correlated areas of self-concept (physical maturity, peer relations, academic success, and school adaptiveness) with reading, language, mathematics, and composite achievement scores of junior high students; academic success and self-concept moderately correlated with each of the achievement measures. This study suggested

that the relationship between self-concept and achievement may be factor-specific, "with that area of self-concept most reflective of academic success being most directly related to measured academic achievement" (Muller, Chambliss, and Wood, 1979:1118). Studies conducted by researchers in the past indicated a positive correlation between self-concept and academic achievement. In a recent study done by Mintz and Muller (1977), fourth and sixth graders with Spanish and non-Spanish surnames, increased self-concept and therefore success correlated positively with achievement. These studies have provided evidence that self-concept influences academic achievement, and encouraged educators to believe that special attempts to enhance students' self-concept may increase their educational progress (Scheirer and Kraut, 1979). Students who are taught to have accurate self-concepts regarding how well they do in a particular subject may be able to use this view of themselves to help them to perform better in school.

Theorizing about the self-concept of the child has focused on a sense of self as a separate person. The

development of gender identifying then follows. Most theorists agree in self-concept formation, social interactions are crucially important, a concept of self cannot be developed without adequate interpersonal relations. There is agreement that the self is both object and behavior; these aspects relate to self-concept. Self-concept is the total sum of self-observance, experience, and judgement of the individual. Experience seems to be the critical factor in the development of self-esteem. Longitudinal studies in conjunction with increased experience of college students failed to show corresponding changes in self-esteem. Therefore, most theorists agree that self-esteem, once clearly differentiated and structured is fairly stable. The same theorists agree that throughout life, the self-concept continues to change and develop.

Studies on the development of self-concept among third, sixth, and tenth graders showed the self-concept of third and tenth graders were found to be significantly higher than sixth graders. No significant differences were found between gender within the same grade level. Larned and Muller (1979)

studied the development of self-esteem among 419 Anglo and Spanish-American children in grades one through nine. Different developmental patterns in regard to the tested areas were found in their study. A decline in academic achievement and in self-esteem were detected in higher grades. In a more recent study, the developmental pattern of self-concept, self-esteem, and self-ideal, were tested in the areas of physical maturity, peer relations, academic success, and school adaptiveness. This study included second, fourth, sixth, and eighth grade United States, Mexican, and Chilean students. Velasco-Barroza and Muller (1982) reported that for physical maturity and peer relations, the differences between national groups were small and each of the self-measures remained relatively stable across grades. The academic success, self-concept, and self-esteem became less positive as grade level increased; the most rapid decline was among United States and Mexican students. Velasco-Barroza and Muller concluded that there are substantial similarities in self-concept development among the national groups and a tendency for differences between national groups to decrease as grade level increased.

Labenne and Greene, as quoted by Alawiye (1984), have taken the position that self-concept is not a fairly stable entity, but an entity that is modified through the process of maturation. They contend that self-concept can be taught.

The Scarborough school system in Scarborough, Ontario, makes enhancing student self-esteem an important priority. The rationale for this emphasis is that self-esteem has been observed to be a better predicator of academic success than intelligence. The Piers-Harris Self-Concept Inventory was used to measure self-esteem. Scarborough has succeeded in raising student self-esteem in grades three, six, and eight. Sixth graders average 16.2 out of 80 on the Piers-Harris scale as compared to 57.7 established five years earlier. Increases in grades three and eight were comparable; those in tenth grade were less satisfactory. Students felt the most important teaching methods were: placing trust in students, taking time to explain things, and saying nice things about their work. Wideman (1982) ran a regressional analysis to determine which of the methods approved by students were most related to self-esteem.

The methods most related to self-esteem in the third grade were: being nice to the students, letting them help with classroom rules, and understanding how they feel. In grade six, it was most important to show interest in things they do outside the classroom. To be given work they can do well is what eighth graders wanted most.

Teachers were asked to select the methods which were most effective in developing positive student self-esteem. Teachers felt the most useful methods were: listening to students, showing students they care, making positive comments, being a positive role model, and discouraging negative remarks from one student to another. Teachers felt it was important to let students know that they are trusted and relay to their parents positive comments about them.

Tenth graders complained that their work is often too difficult and teachers do not understand how they feel. Tenth graders are generally lower in self-esteem than students in the other grades (Wideman, 1982). Students in most grades agree that teachers do not praise their work enough.

Project Louverture is a bilingual education program offering instructional and non-instructional services to high school students of limited English proficiency who have been identified as potential dropouts (Shore, 1981). Instruction included English as a second language, native language skills, basic skills, and cultural education. Non-instructional services included guidance, curriculum development, staff development, and parental involvement. The project fulfilled urgent needs of limited English proficient students. Prior to the services provided by Project Louverture, students had no one to turn to. Students' attitudes and attendance improved as a result of program participation. The staff stressed helping students to develop a positive self-image and cultural awareness. Academic performance improved through more confident interactions with students and teachers (Shore, 1981).

Reasoner (1982) defines self-esteem as the feeling of self-respect. He includes five characteristics of self-esteem: (a) a sense of security, (b) a sense of identity or self-concept, (c) a sense of belonging, (d) a sense of purpose, and (e) a sense of personal competence. Reasoner believes it is important to

develop the characteristics of self-esteem early in life because a child's self-esteem determines how he or she acts and learns. Children who possess high self-esteem are eager to learn, get along well with others, enjoy new challenges and are highly motivated. Children with high self-esteem are achievers and enjoy success. Children who lack self-esteem do not learn as well. They feel inadequate and by criticizing the achievement of others, compensate for such feelings. They become sensitive and lose motivation. Children who lack confidence in themselves believe they are going to fail anyway, and will not put forth the effort required to succeed. After repeated failure, they are convinced that they cannot succeed. As a result, their self-esteem and motivation level drops even lower (Reasoner, 1982). Research indicates that children who lack self-esteem often become delinquents, non-achievers, drug users, and school dropouts.

Twelve adult behavioral styles which enhance self-esteem in children include (McCarty, 1989):

1. Really listening to students.
2. Cutting down on advice giving.
3. Talking with, rather than to students.

4. Trusting students.
5. Allowing a wide variety of choices.
6. Allowing a wide variety of opinions.
7. Consistent, regular, small praise, and positive notice.
8. Positive notice for the approximation of the desired behavior.
9. Sharing adult inner feelings, problems and worries and your process of coping with and solving them.
10. Taking students seriously.
11. Sharing the tasks and responsibilities.
12. Allowing students to have the real consequences of their choices instead of no consequences or massive consequences.

Developing a student's self-esteem is the goal to improving academic achievement. McCarty (1989) compares teachers as "wagon masters" and the classroom as a "modern day wagon train." The teacher organizes instruction as cooperative rather than competitive. Students can be taught to use the strengths and talents of others in a cooperative learning mode which builds self-esteem and positive expectation of success. By

sharing abilities, students help each other over the rough spots, and reach mastery and success. Numerous books and curriculum have been designed for classroom use which teach why and how teachers can help children to feel good about themselves. Research data shows a significant correlation between positive self-esteem and success in school. Parents and teachers agree that development of positive self-esteem should be a part of every classroom. It is necessary for educators and school districts to make a conscious commitment to nurturing self-esteem. A regular time set aside specifically for developing self-esteem should be a part of every school's curriculum. Self-esteem based education is the key to strategy that is needed to prevent dropouts and improve academic achievement.

After examining all research documents, Self-Esteem in the Classroom by Jack Canfield (1986) was selected for the implementation process. Self-Esteem in the Classroom curriculum is based on the aspect that positive self-esteem is the belief and the experience that one is loveable and capable of success. Self-Esteem in the Classroom was written and compiled by several experienced professionals dedicated to

promoting self-esteem in schools. Canfield (1986) has conducted professional training seminars for over 250 schools, school districts, colleges, and universities. Canfield's One Hundred Ways to Enhance Self-Concept in the Classroom has been used with much success by educators since 1976.

The National Council for Self-Esteem and the Continuing Education Institute presented a conference on Self-Esteem and Students-At-Risk: A Conference on Educational Strategies. This conference featured speakers such as Robert Reasoner (1982), author of Building Self-Esteem: A Comprehensive School Program; Jack Canfield; Jack Vasconcellos of the California legislature who authored the legislation which created the California Task Force to Promote Self-Esteem and Personal and Social Responsibility; Ken Miller, co-author of the Teacher Effectiveness Training Course; Dr. Tom Gordon, author of Parent Effectiveness Training; and several key speakers. In-depth workshops discussed and demonstrated how to use the self-esteem curriculum in the classroom and with small groups of students.

Several cassette albums are also included with the curriculum. On the cassettes are Canfield on "Teaching Students to Love Themselves," Constance Dewbrowsky on "Self-Esteem: The Key to Developing Motivation," F. Hanock McCarty on "Positive Self-Esteem," Robert Reasoner on "Building Self-Esteem," Frank Siccone on "Self-Concept and Self-Esteem: A Critical Distinction," and Sidney Simon on "Negative Criticism: A Barrier to Self-Esteem." All of these cassettes from leading experts in the area of building self-esteem in the classroom discussed methods for successfully building the self-esteem of students and significantly improving the quality of education.

The Self-Esteem in the Classroom curriculum explores the three general areas which are essential to self-esteem development in the classroom. They are referred to as the sense of belonging, sense of competence, and sense of worthwhileness (Canfield, 1986).

There are many methods in the self-esteem curriculum that will help educators to attend to these three needs: sense of belonging, sense of competence,

and sense of worth. Self-Esteem in the Classroom was chosen due to its recent success rate.

CHAPTER III

Method

Fifteen limited English proficient ninth grade students who were at risk of failing or dropping out of high school were selected to participate in weekly group sessions. These students were selected on recommendations received from their bilingual teachers, referrals for behavior problems, and failure of two or more subjects. Students met with a counselor/social worker for 50 minutes, one day each week for 10 weeks. The counselor/social worker is an employee of the County Health and Rehabilitative Services Department.

The "Building Self-Esteem" counseling sessions consisted of activities from Canfield's Self-Esteem in the Classroom Curriculum Guide (1986). The Self-Esteem in the Classroom curriculum is based on the fundamental notion that the two core aspects of positive self-esteem are the belief and experience that one is loveable and capable.

Self-esteem builds and grows slowly over time. A small amount of self-esteem activities on a consistent

basis (once a week for 10 weeks) proved to be a better regimen than massive doses - every once in a while. By taking little steps consistently, the student was provided with information and then time to practice what he learned. Also, powerful and subtle messages were sent to the unconscious mind of the student through self-esteem building activities. These activities communicated to the student that they were important and worthwhile, that what they had to say was important and deserved attention.

Research indicated that 85 percent of all high school sophomores are functionally illiterate. This means that they can mouth the words and repeat them back accurately, but they do not really understand much of what they have learned (Canfield, 1986). All self-esteem building activities were experientially based.

The students were put into small groups of two, three, four, and ten students for the activities to provide an equal amount of time for each student. One of the important contributors to positive self-esteem was receiving attention, being heard, being listened to, feeling as if what one had to say was important.

The activities explored the three general areas which were essential in gaining self-esteem development. Developmental areas included a sense of belonging, a sense of competence, and a sense of worthwhileness.

The "Building Self-Esteem" curriculum of activities consisted of nine topics with many activities within each topic:

1. Building an Environment of Positive Support
2. The Power of our Thoughts
3. The Power of the Imagination
4. The Power of Acknowledgement
5. Accepting My Body
6. Self-Awareness
7. Learning to Handle My Feelings
8. Learning About Myself: All About Me Accepting and Understanding Feelings
9. Friends and Self

This writer attended a three-day workshop on Self-Esteem and Students-At-Risk sponsored by the National Council for Self-Esteem and the Continuing Education Institute. Most of the information and

activities used during this workshop were used in the self-esteem building sessions.

Week one is the initial portion of the practicum plan. During the first weekly session, all of the students participating in the practicum were given the Piers-Harris Self-Concept Inventory (Appendix A). Teachers of these students were given a questionnaire containing items related to strategies or approaches that are useful as a way of developing positive self-esteem in students, and their perception of the extent of usefulness of selected methods in development of positive self-esteem (Appendix B) (Wideman, 1982).

The second week was devoted to "Building an Environment of Positive Support." Activities included "Name Game," "Buddies," "Getting to Know You," "Warm Fuzzies," "IALAC" (I am lovable and capable), "Self-Portrait," "My Declaration of Self-Esteem" (Appendix C). The objectives of these activities were to encourage positive feelings of the students toward themselves, to create a support system, to heighten the awareness of negative self-destructive statements and putdowns in the classroom, to provide an alternative to

negative speech patterns, and to illustrate how a person sees himself.

The third week consisted of "The Power of Thoughts" activities (Appendix D). The objectives of the exercise "E + R = O" . . . "Green Hair - Biggest Idiot" demonstrated the concept that people are responsible for their own feelings; that other people do not "make" a person feel things; demonstrated how to control individaul feelings and how to react to others. Other activities included: "Act As If," "Positive Self-Talk," "Bragging," "Discover Your Radiant and Creative Self," and "A Calming Lake." The purpose of these activities were to demonstrate to students the power of their minds over their feelings and their bodies; to show experimentally that by changing what they think or imagine about themselves and others, they can alter their internal and physical experience; to stress the importance of positive thinking; to give students the opportunity to affirm themselves and each other.

Week four's activities included: "I'm Enough Milling," "I Want You to Like Me Just the Way I Am," "Negative Feelings: A Disappearing Act," "'I'

Messages," "Affirmations for Self-Esteem," "Affirmations for Learning," and "I Am An 'A' Student" (Appendix E). The purpose of these activities was to give students methods for eliminating negative emotions such as guilt, anger, fear, and resentment; to help students overcome negative attitudes and learning blocks; to develop greater self-esteem; and to have students program themselves for success.

Week five was devoted to "The Power of the Imagination" activities (Appendix F). "The Seagull . . Jackhammer" exercise gave students an experience of the power of imagery over behavior and feeling; and that behavioral change must be accompanied by a change in self-image. "The Positive Learning Recall" exercise emphasized the idea that learning can be easy and fun. "Visual Memory Skills" activities helped to accelerate learning of rote material. "Math Strategy" and "Spelling Strategy" was used with "Visual Memory Skills" to enhance spelling and math skills. Week five activities ended with the "Hugging" activities. Hugging is considered a miracle medicine that relieves many physical and emotional problems.

Week six consisted of self-awareness activities such as "Who are You?"; "Do You See Yourself As A . . . or A . . . ?"; and "Twenty Things I Like to Do" (Appendix G). These activities provided a vehicle for self-discovery and positive reinforcement, helped students to practice responsibility and commitment, and explored feelings and emotions related to risk-taking and commitment.

Week seven included activities on feelings, "Accepting and Understanding Feelings," and "Total Truth/Love Letters." "Total Truth/Love Letters" activities were provided for resolving conflicts between student and peers, teachers, and parents (Appendix H). "Identity, Connectedness, and Power" activities were incomplete sentences that provided the students with an opportunity to get more insight into their feelings. Identity deals with the question, "Who am I?" Various forms of this question are: "Why am I a boy or girl?"; "Why was I born Black?"; "How come I'm in this dumb class?"; "How come I act the way I do?"; "What's really important in life?"; "What do I really feel about things?"; and "What can I do to be happy?"

Connectedness deals with the issue of relationships with others. Concerns from this area were: "What are my values?"; "How do I make new friends?"; and "What am I willing to give up of myself to get what I want from others?" Power refers to the sense of control over one's own life. Typical concerns with power were: "I can do anything I set my mind to!"; and "Why should I try; nothing works out the way I want it to."

Week eight activities included "Group Name Poster," "Sharing Time," "New and Good," "Personal Time Line," and "The Life Line." These activities helped students to develop a sense of personal and group identity and to enhance creativity (Appendix I).

Week nine activities included "Life Purpose," "The Radiant Student," "Good Boy/Bad Boy," and "Relaxing and Energizing: A Discography," (Appendix J). These activities sensitized students to the negative self-talk they produce when asked to volunteer or participate in the unknown.

Week 10 activities included "Create Your Day Mirror Exercise," "Who I am Makes a Difference," "The Positive Poster Game," "Appreciation Circle," "Asking for Acknowledgement," "I am the Most," and "I am

Responsible Game" posttest (Appendix K). These exercises helped develop the awareness that everyone is totally responsible for their lives, and to practice responsibility; to identify the uniqueness of each person; and to assist students in acknowledging their strengths.

This researcher realized the barrier of language and the reluctance to trust the school staff had to be overcome before progress was achieved, but felt the objectives stated would be successfully achieved.

The practitioner selected the students and the material for the program. Students were released from other classes for this counseling session. The practitioner obtained approval from the teachers and administrators to excuse these students from class. The counseling sessions took place during a different period each week to prevent students from missing the same class each week. The counseling session was arranged for each Wednesday since very few teachers give tests on Wednesday. The practitioner sent passes to the teacher and student on Tuesday as a reminder of the Wednesday session. In addition to monitoring the self-esteem building counseling session, the

practitioner prepared all the material needed for the student each week, counseled individually each student in the program within the 10-week period, and took responsibility for the implementation of the program.

CHAPTER IV

Results

The Piers-Harris Self-Concept Inventory (The Way I Feel About Myself) E. V. Piers and D. B. Harris (1977), was used as an instrument for measuring self-esteem (Appendix A). The inventory corresponds with the definition of self-esteem, which is satisfaction in self. The inventory includes items related to factors which contribute to self-esteem: behavior, intellectual and school status, physical appearance, anxiety, popularity, happiness, and satisfaction. The Piers-Harris Self-Concept Inventory is an 80-item questionnaire. The Piers-Harris Self-Concept Inventory was used as a pre and posttest.

Teachers and students were given a questionnaire containing strategies or approaches teachers use in their classrooms to help students develop positive self-esteem. The student questionnaire (Appendix L) investigates the teacher methods students consider important to them and if their teachers use these methods. The teachers' questionnaire (Appendix B)

compares what methods teachers find useful and effective in developing positive self-esteem in students and if developing positive self-esteem is an important classroom objective. The questionnaire was given to teachers before and given to students before and after the 10-week self-esteem counseling sessions. The questionnaire was developed and used by the Scarborough Board of Education, Scarborough, Ontario (1978).

Logs were maintained of the weekly sessions. The Demos D (Dropout) Scale was used as a pre and posttest. This inventory is geared toward dropout prevention. The Demos D (Dropout) Scale is composed of four basic areas of expression. These are: attitudes toward teachers, attitudes toward education, influences by peers or parents, and school behavior (Appendix M). The Demos Dropout Scale determines verbalized opinions which reflect attitudes related to dropping out of school. Reliability and validity can be considered high since attitude responses are obtained immediately. Responses made by students on the Demos Dropout Scale revealed attitudes, feelings, behavior, values, and standards. The Demos Dropout Scale was used to provide

an objective method for obtaining verbalized opinions which reflect attitudes related to dropping out of school, to identify students with strongly negative attitudes toward teacher and school, to structure programs for identifying and working with potential dropouts as a preventative measure, and to provide data about students with problems. The Demos Dropout Scale was helpful in understanding the student and in assisting students through counseling, planning, remediation, training, and support (Demos, 1970).

Each student was counseled as they were selected for the group. The purpose of the sessions were explained to each student individually. Students were then asked if they wanted to participate in the sessions.

The Piers-Harris Self-Concept Inventory was difficult to administer to the students. Most students couldn't read the questions. Students were put into two groups with a counselor working with each group. The bilingual teacher read the test to the students and defined words they didn't understand. It took two hours to test the students instead of the one hour originally planned for testing. This was a very

playful group so rules for the sessions had to be discussed immediately after testing. Three students didn't want to participate. Three more students had to be selected and were tested the next day in the guidance office.

After the pretest was completed, all the other sessions were very positive. The students became eager to participate in the exercises and to open up to both counselors. The counselor implemented the self-esteem sessions using the Self-Esteem in the Classroom curriculum. The students were able to relate to the counselor positively and discuss problems they were having with school and the attitudes of their teachers toward them. The counselor had a better understanding of the students' culture and problems because of similar experiences as a youth.

The Piers-Harris teacher questionnaire was given to the five ESOL teachers of the students participating in the program. All of the teachers chose the following methods on the questionnaire as being of very great use in development of positive student self-esteem (Appendix N):

1. Make positive comments to students.

2. Be a positive model for your students (e.g. thank students, be polite, treat them with respect).
3. Take adequate time to explain to students concepts they don't understand.
4. Encourage positive remarks from one student to another.

Eighty percent of the teachers chose the following methods on the questionnaire as being of very great use in development of positive student self-esteem (Appendix N):

1. Encourage cooperation among students
2. Listen to students and try to show them you care about them.
3. Use positive, non-verbal communication.
4. Relay positive comments about students to their parents.
5. Write constructive comments on students' work.
6. Help students learn respect for the rights and feelings of others.
7. Avoid criticizing students in front of their peers.

8. Help students build on their strengths.
9. Give students opportunities to show their peers that they can do well.
10. Provide students with opportunities for success.
11. Recognize and acknowledge students' feelings.

Sixty percent of the teachers chose the following methods on the questionnaire as being of very great use in development of positive student self-esteem (Appendix N):

1. Give recognition to students who participate in extra curricular activities.
2. Encourage adults in your school to be aware of the feelings of students.
3. Recognize and acknowledge students outside of class time.

Forty percent of the teachers chose the following methods on the questionnaire as being of very great use in development of positive student self-esteem (Appendix N):

1. Encourage students to particiapte in decision-making.

2. Encourage students to participate in extra curricular activities.
3. Let students know that you trust them.
4. Remember special things about your students.
5. Develop a sense of humor with students.

Twenty percent of the teachers chose telling students about personal interests as being of very great use in development of positive student self-esteem (Appendix N).

Only 20 percent of the teachers were in agreement on the most effective method in developing positive self-esteem, and that method was: "Make positive comments to students."

Students felt the most important methods teachers used were (Appendix O):

1. Teachers are nice to students.
2. Teachers help students feel good about themselves.
3. Teachers listen to students.
4. Teachers understand how students feel.
5. Teachers take time to explain things to them.
6. Teachers give them work that they can do well.

Students felt the teachers did not use any of these methods often enough (Appendix O).

The results of the evaluation practices indicated that the practicum was beneficial. Six of the students raised their grade point average by one grade level, two of the students raised their grade point average by more than two grade levels, and two students raised their grade point average by approximately one-half point. This was indicated on the second semester report card.

The referral rate for disciplinary behavior of all the students was reduced by 100 percent. Within the first week of self-esteem counseling, arrangements were made with the teachers to send the students to the counselor instead of to an administrator. Self-esteem building exercises were implemented and the problem causing the behavior was discussed. These students were given additional help in controlling their behavior by developing positive self-esteem. After one month, these students were able to remain in class and do classwork.

The students gained a more positive attitude toward teachers and school, and their self-esteem was

greatly improved. Comparison of the Piers-Harris Self-Concept Inventory pretest and posttest showed an increase in the students' self-esteem from an average of 47.3 out of 80 to 65 out of 80 (Appendix P).

On the Demos Dropout Scale, the students scored an average total score of 61 on the pretest. This score is equivalent to 50 percent on a 100 percent total scale. On the Demos Dropout Scale, the students' scores were decreased to 37 on the posttest, which improves the dropout rate approximately 25 percent out of a possible 100 percent maximum.

Although the objectives were achieved, a longer period of self-esteem counseling would benefit the students even more.

CHAPTER V

Recommendations

Upon successful completion of the practicum, three areas were addressed in conjunction with expansion of the benefits:

1. A leading corporation in the business community that participated in the Partner-In-Excellence Program, sponsored a self-esteem seminar for the school staff. The seminar was one of Louis Tice's motivational seminars. Plans were made to present self-esteem inservices to all the teachers on teacher planning days.

2. A self-esteem program would be implemented to include all the teachers and students of the high school.

3. A vocational Technical Center planned to extend this program to the center during the next school year.

It has been proven that the practicum, Improving Academic Achievement Through Building Self-Esteem In At-Risk Limited English Proficient Ninth Grade Haitian

Students, has been a valuable asset to the writer, counselor, students, teachers, and administrators. As a result of the practicum's success level, it is sincerely hoped that others in the educational community, too, will reap the rewards of this beneficial tool.

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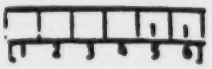
Appendices

Appendix A

Piers Harris Self-Concept Inventory
The Way I Feel About Myself

APPENDIX A



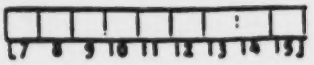
STUDENT QUESTIONNAIRES

THE WAY I FEEL ABOUT MYSELF

(Piers-Harris)

Grade 3, 6, 8, & 10

SCHOOL NAME: _____



Here is a set of statements. Some of them are true of you, so you will circle the answer yes. Some are not true of you, so you will circle the answer no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. MY CLASSMATES MAKE FUN OF ME . . . . . YES NO

2. I AM A HAPPY PERSON . . . . . YES NO

3. IT IS HARD FOR ME TO MAKE FRIENDS . . . . . YES NO

4. I AM OFTEN SAD . . . . . YES NO

5. I AM SMART . . . . . YES NO

6. I AM SHY . . . . . YES NO

7. I GET NERVOUS WHEN THE TEACHER CALLS ON ME . . . . . YES NO

8. MY LOOKS BOTHER ME . . . . . YES NO
(1) (2)

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9. WHEN I GROW UP, I WILL BE AN IMPORTANT PERSON . . . . . YES NO

10. I GET WORRIED WHEN WE HAVE TESTS IN SCHOOL . . . . . YES NO

11. I AM UNPOPULAR . . . . . YES NO

12. I AM WELL BEHAVED IN SCHOOL . . . . . YES NO

13. IT IS USUALLY MY FAULT WHEN SOMETHING GOES WRONG . . YES NO

14. I CAUSE TROUBLE TO MY FAMILY . . . . . YES NO

15. I AM STRONG . . . . . YES NO

16. I HAVE GOOD IDEAS . . . . . YES NO

17. I AM AN IMPORTANT MEMBER OF MY FAMILY . . . . . YES NO

18. I USUALLY WANT MY OWN WAY . . . . . YES NO

19. I AM GOOD AT MAKING THINGS WITH MY HANDS . . . . . YES NO

20. I GIVE UP EASILY . . . . . YES NO

21. I AM GOOD IN MY SCHOOL WORK . . . . . YES NO

22. I DO MANY BAD THINGS . . . . . YES NO

(1) (2)

TURN TO NEXT PAGE ...

23. I CAN DRAW WELL . . . . . YES NO

24. I AM GOOD IN MUSIC . . . . . YES NO

25. I BEHAVE BADLY AT HOME . . . . . YES NO

26. I AM SLOW IN FINISHING MY SCHOOL WORK . . . . . YES NO

27. I AM AN IMPORTANT MEMBER OF MY CLASS . . . . . YES NO

28. I AM NERVOUS . . . . . YES NO

29. I HAVE NICE EYES . . . . . YES NO

30. I CAN GIVE A GOOD REPORT IN FRONT OF THE CLASS . . . . YES NO

31. IN SCHOOL I AM A DREAMER . . . . . YES NO

32. I PICK ON MY BROTHER(S) AND SISTER(S) . . . . . YES NO

33. MY FRIENDS LIKE MY IDEAS . . . . . YES NO

34. I OFTEN GET INTO TROUBLE . . . . . YES NO

35. I AM OBEDIENT AT HOME . . . . . YES NO

36. I AM LUCKY . . . . . YES NO

... (2)

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37. I WORRY A LOT . . . . . YES NO

38. MY PARENTS EXPECT TOO MUCH OF ME . . . . . YES NO

39. I LIKE BEING THE WAY I AM . . . . . YES NO

40. I FEEL LEFT OUT OF THINGS . . . . . YES NO

41. I HAVE NICE HAIR . . . . . YES NO

42. I OFTEN VOLUNTEER IN SCHOOL . . . . . YES NO

43. I WISH I WERE DIFFERENT . . . . . YES NO

44. I SLEEP WELL AT NIGHT . . . . . YES NO

45. I HATE SCHOOL . . . . . YES NO

46. I AM AMONG THE LAST TO BE CHOSEN FOR GAMES . . . . . YES NO

47. I AM SICK A LOT . . . . . YES NO

48. I AM OFTEN MEAN TO OTHER PEOPLE . . . . . YES NO

49. MY CLASSMATES IN SCHOOL THINK I HAVE GOOD IDEAS . . . YES NO

50. I AM UNHAPPY . . . . . YES NO

(1) (2)

TURN TO NEXT PAGE ...

- 5 -

51. I HAVE MANY FRIENDS . . . . . YES NO

52. I AM CHEERFUL . . . . . YES NO

53. I AM DUMB ABOUT MOST THINGS . . . . . YES NO

54. I AM GOOD LOOKING . . . . . YES NO

55. I HAVE LOTS OF ENERGY . . . . . YES NO

56. I GET INTO A LOT OF FIGHTS . . . . . YES NO

57. I HAVE LOTS OF FRIENDS WHO ARE BOYS . . . . . YES NO

58. PEOPLE PICK ON ME . . . . . YES NO

59. MY FAMILY IS DISAPPOINTED IN ME . . . . . YES NO

60. I HAVE A PLEASANT FACE . . . . . YES NO

61. WHEN I TRY TO MAKE SOMETHING, EVERYTHING SEEMS TO GO WRONG . . . . . YES NO

62. I AM PICKED ON AT HOME . . . . . YES NO

63. I AM A LEADER IN GAMES AND SPORTS . . . . . YES NO

64. I AM CLUMSY . . . . . YES NO

(1) (2)

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65. IN GAMES AND SPORTS, I WATCH INSTEAD OF PLAY . . . . YES NO

66. I FORGET WHAT I LEARN . . . . . YES NO

67. I AM EASY TO GET ALONG WITH . . . . . YES NO

68. I LOSE MY TEMPER EASILY . . . . . YES NO

69. I HAVE LOTS OF FRIENDS WHO ARE GIRLS . . . . . YES NO

70. I AM A GOOD READER . . . . . YES NO

71. I WOULD RATHER WORK ALONE THAN WITH A GROUP . . . . . YES NO

72. I LIKE MY BROTHER (SISTER) . . . . . YES NO

73. I HAVE A GOOD BODY . . . . . YES NO

74 I AM OFTEN AFRAID . . . . . YES NO

75. I AM ALWAYS DROPPING OR BREAKING THINGS . . . . . YES NO

76. I CAN BE TRUSTED . . . . . YES NO

77. I AM DIFFERENT FROM OTHER PEOPLE . . . . . YES NO

78. I THINK BAD THOUGHTS . . . . . YES NO

(1) (2)

TURN TO NEXT PAGE ...

- 7 -

79. I CRY EASILY . . . . . YES NO

80. I AM A GOOD PERSON . . . . . YES NO

(1) (2)

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Appendix B

Teacher Questionnaire

Appendix

TEACHER QUESTIONNAIRE •

[7 8 9 10 11 12 13 14 15]

In your teaching situation, (i.e., classroom, library, etc.), how useful do you feel each of the following strategies or approaches is in helping your students to feel good about themselves? Please circle the answer that best reflects how you feel, with "0" being "haven't used this method" to "5" being of "very great use".

PART A

1.	encourage co-operation among students within the classroom	0	1	2	3	4	5
2.	encourage students to participate in decision-making in the classroom	0	1	2	3	4	5
3.	listen to students and try to show them you care about them	0	1	2	3	4	5
4.	give recognition to students who participate in extra-curricular activities	0	1	2	3	4	5
5.	use positive, non-verbal communication (e.g., smiles, pats on the back).	0	1	2	3	4	5
6.	encourage adults in your school to be aware of the feelings of students	0	1	2	3	4	5
7.	encourage students to participate in extra-curricular activities	0	1	2	3	4	5
8.	let students know that you trust them	0	1	2	3	4	5
9.	relay positive comments about students to their parents	0	1	2	3	4	5
10.	write constructive comments on students' work	0	1	2	3	4	5

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11.	make positive comments to students	0	1	2	3	4	5
12.	be a positive model for your students (e.g., thank students, be polite, treat them with respect)	0	1	2	3	4	5
13.	tell students about your own interests	0	1	2	3	4	5
14.	take adequate time to explain to students concepts they don't understand	0	1	2	3	4	5
15.	remember special things about your students, (e.g., names, birthdays, hobbies, former students)	0	1	2	3	4	5
16.	help students learn respect for the rights and feelings of others	0	1	2	3	4	5
17.	recognize and acknowledge students outside of class time	0	1	2	3	4	5
18.	avoid criticizing students in front of their peers	0	1	2	3	4	5
19.	encourage positive remarks from one student to another	0	1	2	3	4	5
20.	help students build on their strengths	0	1	2	3	4	5
21.	give students opportunities to show their peers that they can do well	0	1	2	3	4	5
22.	provide students with opportunities for success	0	1	2	3	4	5
23.	develop a sense of humour with students	0	1	2	3	4	5
24.	recognize and acknowledge students' feelings	0	1	2	3	4	5
25.	discourage negative remarks from one student to another	0	1	2	3	4	5

Other useful methods: _____

_____

_____

_____

_____

PART B

Please indicate in the boxes below the numbers of the five methods in PART A which you consider to be <u>most effective</u> in developing positive self-esteem in your students. (For methods "1" to "9", please precede numbers with "0", i.e., 01 to 09).

Comments:

_____

_____

_____

_____

_____

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Appendix C

Activities: Week 2

THE NAME GAME

This two-part exercise has several learning goals. It can be used to help students learn each other's names, to establish rapport, and to encourage positive feelings of the students toward themselves. In the event that the students are already well acquainted, start with Section two.

1. The class sits in a circle. The teacher starts by saying, "I'm Ms. Jones."* The first student to her right says, "I am Billy and that's Ms. Jones." This process is continued around the circle until the last person has repeated everybody's name.
2. The second time around, each person must add something he is good at doing in addition to his name. For example, "I am singing Ms. Jones." "I am basketball-playing Billy and that's singing Ms. Jones." "I am mountain-climbing Sally and that's basketball-playing Billy and that's singing Ms. Jones." And so on around the circle.
3. Another variation is to have each person add an adjective that describes how she is feeling at the moment. For example, "I'm happy Ms. Jones." "I'm tired Susie and that's happy Ms. Jones." "I'm angry Bobby and that's tired Susie and that's happy Ms. Jones."

*We are believers in giving students the option to call teachers by their first names, too, if they want. Some teachers feel comfortable on a first-name basis, others don't. The idea is not to get locked into "shoulds." You might ask yourself, "How much of my self-esteem is attached to what I'm called?" One teacher we know experimented for a day, having all the students call her Connie -- and she called them Mr. _____ and Ms. _____. The results were quite interesting. We feel that approving the use of first names helps establish mutual rapport and feelings of equality in the classroom. We realize, however, that not all teachers are comfortable being addressed by their first names, they may feel it indicates a lack of respect. If your students now call you "Mr., Mrs.," or "Ms." try the experiment above, and at the end of the class, (or day) talk about how you and the students felt. What was different about it? Did you like it? Were you uncomfortable? Which address do you prefer?

* * * * * * * * * * * * * * *

In all things we learn only from those we love.

- Goethe

The teacher gives not of his wisdom, but rather of his faith and lovingness.

- Kahlil Gilbran
The Prophet

* * * * * * * * * * * * * * *

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BUDDIES

The Buddy System is a modified cooperative learning model. It is a way of organizing the classroom for the entire year.

PURPOSE:

To create a self-perpetuating support system for the students and you

BENEFITS TO THE TEACHER:

- o A more effective method for remediating students
- o A non-disruptive system for giving returning students their assignments without disruption to the rest of the class
- o A focus on students' learning rather than teacher instruction
- o A more animated, easily motivated, cooperative classroom.

The Buddy System is an extremely powerful process that goes on all year long. It is an activity that students seem to resist greatly at the outset, and grow to love by the end of the year.

BENEFITS TO THE STUDENTS:

- o An increased sense of belonging
- o Built-in tutors
- o Continual peer feedback
- o A personal cheering section
- o Prolonged experience to consensus decision-making
- o Several sounding boards for both academic and social concerns
- o An opportunity for relationships with students they might not otherwise choose as friends due to differences in socio-economic status, racial/ethnic group or academic development.

INSTRUCTIONS:

The Buddy System works best in groups of three to six students. One way to ease students into the system is to set up groups of three the first semester, and then combine two groups of three into one group of six the second semester.

During the first or second week of the semester randomly divide the class into groups of three. Dividing students can be done in any way which accomplishes a random grouping.

RANDOM DIVIDING EXERCISES

1. Use the "Duck-Dog-Sheep" exercise (See page 27), grouping the "Ducks", "Dogs" and "Sheep", and then forming groups which have one of each animal.

2. Allow the students to divide themsleves into groups of three, and then mix the groups using several activities. For example, have one member of each group move to another group if s/he has the lightest clothing, the longest hair, the earliest birthdate, the darkest shoes, etc.

GETTING TO KNOW YOU

Background **Level:** HS

Getting to know another person can be an exciting adventure. One of the most important aspects of getting to know another person is the exchange of information. In fact, one of the causes of problems in relationships is the simple lack of information. When you don't know something about someone, you tend to fill in with assumptions and fantasies. As we begin to know another person, it is important to get some of our "who," "why" and "what" questions answered.

Procedure

Below is a series of questions which can be used in several different ways. Students can choose a partner and then answer some or all of these questions. Have them answer one or two questions, and then pick another partner with whom to answer several more, and so on. In this way each person gets to know a little more about a lot of other people. Use these questions in small groups of four to six students. Give them the entire list on a duplicated sheet, write it on the blackboard, or just tell them each question as it's their turn. The questions listed below work best with teenagers and adults:

1. How would your parents have described you as a child (age 6 - 12)?
2. What was your favorite toy as a child? Do you still have it?
3. What is your favorite toy now?
4. What were you most proud of as a child?
5. What was your childhood nickname and how did you feel about it?
6. Do you like your first name now? If not, what would you like instead?
7. What is your favorite possession?
8. Name a favorite possession you no longer possess, and describe your feelings about not having it now?
9. What is the funniest thing that ever happened to you?
10. What is the silliest thing you have ever done?
11. What is the stupidest thing you have ever done?
12. What is your all-time favorite movie? Why does it have special meaning for you?
13. What is your favorite book? Why does it have special significance for you?
14. With what fictional hero or heroine do you most closely identify?
15. How good a friend are you? Give an example.
16. With what member of your family do you most identify? Why?
17. If you had to be someone else instead of yourself, whom would you choose? Why?
18. Who is your best friend of the same sex?
19. Who is your best friend of the opposite sex?
20. What do you look for most in a friend?
21. Name something you hate to do. What do you hate about it?
22. What in your life is most important to you right now?
23. What do you like most about this class?
24. What do you like least about this class?
25. How would you change this class to make it better?

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SELF PORTRAIT

This exercise can be used as an opening activity for the class. It introduces the teacher and the students to one another. Some students discount themselves in their self-portraits, and it is necessary for the teacher to be attuned to such self-discounting.

PURPOSE: To illustrate how we see ourselves

BENEFITS TO THE TEACHER:

- Creates a cooperative atmosphere in the classroom

BENEFITS TO STUDENTS:

- Creates a closeness with other students

MATERIALS:

- 1 box of crayons and a sheet of paper for each student

PROEDURE:

Provide the students with crayons and paper and ask them to draw realistic or symbolic pictures of themselves. Suggest that they also write three words on their papers to describe three of their personal characteristics. Allow about twenty minutes for this part of this exercise.

Discussion for this exercise may take place either in small groups or, depending on the class size and trust level, with the class as a whole. Questions that can be used to stimulate discussion are:

1. How did it feel to put yourself on paper?
2. What more can you say about the three characteristics that you added to your picture?
3. Do you consider your three characteristics as strengths, or are they areas in which you want to improve?
4. What have you learned about yourself from this exercise?

MY DECLARATION OF SELF-ESTEEM

by

Virginia Satir

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine, because I alone choose it.

I own everything about me - my body, including everything it does; my mind, including all my thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they might be - anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or myself.

I own my own fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing, I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me and I am okay.

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IALAC

The IALAC exercise is a two day process which allows students to experience how they respond to their environment, and to other people's actions, opinions, and feedback. It also allows students to explore how in responding to others, they often lose sight of how loveable and capable they truly are.

PURPOSE:

To explore how negative feedback affects self image, and how to counteract its effects

BENEFITS TO THE TEACHER:

- Desensitizes and depersonalizes student responses to corrective feedback
- Defuses possible verbal conflicts

BENEFITS TO STUDENTS:

- Experience and practice in reponding to feedback positively
- Sense of being in charge of one's own feelings

INSTRUCTIONS:

Background information:

Say the following: "'IALAC' simply means 'I am lovable and capable.' What happens is that we are born into this world knowing we are lovable and capable, but other people's negative comments and certain events weaken our belief in our self.

"While negative statements and perceived failures diminish our belief that we are lovable and capable, they really do not make us feel bad. We only feel bad when we take a negative comment or experience and then tell ourselves that we are rotten, or broken or somehow not loveable or capable. The part we are responsible for is that we start believing the negative comments and forget to hold onto the truth which is that we are indeed lovable and capable."

Demonstration:

To illustrate this concept to students, take a sheet of paper and write "IALAC" upon it in bold letters. Tell the students that this "IALAC" sign represents their innate self-concept -- the fact that they are intrinsically loveable and capable. To show how this self-concept can be diminished, tell the following story which contains negative interactions and perceived failure experiences. (Adjust the circumstances to fit your grade level.) For every negative interaction, tear off a small piece of paper from the "IALAC" sign. Below is one possible story:

IALAC

WARM FUZZIES

Warm Fuzzies is another name for the positive statements and events that help us feel good about ourselves. This kind of atmosphere in the classroom is conducive to learning and makes the classroom a place where students want to be.

PURPOSE: To establish a foundation for sharing and expressing good feelings in the classroom

BENEFITS TO THE TEACHER:

- Creates a positive atmosphere in the classroom
- Encourages students to interact in a positive manner
- Encourages students to share openly in the classroom

BENEFITS TO STUDENTS:

- Makes the classroom a positive place to be
- Creates a safe place for open sharing
- Creates an awareness of how the things students say affect others

PROCEDURE:

Begin a discussion by asking students the following questions:

1. Is it hard for you to accept compliments? If so, what do you do when complimented?
2. What does accepting a compliment mean?
3. How does it feel to give a compliment?
4. How does it feel to receive a compliment?
5. How does it feel to give and receive put-downs?

Before reading the Warm Fuzzies story to the class, mention to them to pay particular attention to the people in the story and how they act toward each other. Then read the story to the class.

WARM FUZZIES STORY

A long time ago there was a wonderful place called the Land of the Fuzzies, where people were almost magically happy. To know how happy they were, you have to understand something about those days.

You see, all kids and gown-ups had small, soft fuzzy bags that they carried around with them all the time. They could reach into these bags any time and pull out a warm fuzzy to make themselves or others feel good all over.

People who didn't get fuzzies and didn't give any to themselves or others

usually shriveled up and were mean and nasty all their lives. But people didn't have to live without fuzzies. In those days, it was easy to get them.

If you lived in the Land of the Fuzzies, people might walk up to you and say, "Please give us some warm fuzzies!" You would then gladly reach in your fuzzy bag and put some of your fuzzies in your friends' hands. The fuzzies would snuggle up to your friends and make them feel wonderful all over.

In this land, people felt free to ask each other for warm fuzzies, and they willingly shared their fuzzies. There were plenty to go around, it seemed.

But then trouble began! Bratinella, the Wicked Witch in charge of giving out all the mean and lonely feelings in the world, got very angry when she flew over the Land of the Fuzzies and saw how happy the kids and grown-ups were. "Well, shiver my lizards," she growled. "This will never do. How can I make sure the world is miserable when people are giving each other warm fuzzies?"

Since Bratinella the Witch was as clever as she was nasty, she quickly came up with a plan for ruining those good feelings in the Land of the Fuzzies. On the next Friday the Thirteenth she got into her princess disguise, changed her broomstick into a magic carpet and flew to the front yard of the first cottage she saw in the Land of the Fuzzies.

Henrietta, the woman who lived in the cottage, thought Bratinella was a royal visitor and rushed out to greet her. Of course the first thing she did was offer Bratinella a warm fuzzy. Since witches and warn fuzzies don't mix, Bratinella said to Henrietta that she couldn't possibly take her warm fuzzy.

"In fact," Bratinella said slyly to Henrietta, "I wouldn't dream of taking away your warm fuzzy when there are so few of them left! Haven't you heard about the terrible shortage of fuzzies?"

"Leaping lollipops," said Henrietta. "Maybe I shouldn't be giving my fuzzies away so freely!"

"That's exactly what I came to warn you about," said Bratinella. "And now I hope you'll hang on to your fuzzies."

Can you figure out what Bratinella's plan was? Do you think it was going to work?

Well, Henrietta stopped giving away warm fuzzies when her friends asked her for one. People noticed her selfish behavior and stopped giving theirs away, too, for fear they might run out. Pretty soon, there were no warm fuzzies circulating around, and people started locking them them up so they wouldn't be stolen.

Now people began to get uncomfortable feelings that they had never had before. They didn't know what to do with those feelings. When they got

lonely, they stopped going to friends to get cheered up. When they got mad, they pouted and stayed mad instead of trying to talk it out. When they got sad, they even sometimes took a pill, thinking it would solve their problems.

Do you think that their taking a pill could solve their problems?

People stopped being generous with each other. And to try to get happy again, they started wanting to own all kinds of things, like lots of clothes or huge cars, or they watched a lot of television. They stopped talking to each other.

When people did talk to each other, they gave each other such uncomfortable feelings that it felt like the opposie of getting a warm fuzzy. And the opposite of a warm fuzzy is ... a cold prickly!

Have you ever gottena cold prickly? Something that someone said to you or did to you that left you feeling really put down?

Since fuzzies weren't being shared, what do you think the Land of the Fuzzies should be renamed? Do you think Bratinella's plan worked?

One day, a family moved into this sad land and they were very kind. They just happened to bring some warm fuzzies with them and were quite willing to share them with everyone. Pretty soon the good feelings that they created began to spread, and more and more people began sharing their warm fuzzies again. Like a flower beginning to bloom, the people began to renew their ability to make each other happy.

How do you think people in this land are going to choose to live?

What do you think a warm fuzzy really is?

* * * * * * * * * * * * * * *

Following the story with a discussion is most important. Ask the class to sit in a circle. Check out the students' interpretation of the story by asking the following questions:

1. What do you think a "warm fuzzy" is?
2. Can you think of a time when someone has given you a "warm fuzzy?"
3. What do you think a "cold prickly" is?
4. Can you think of a time when someone has given you a "cold prickly?"
5. How do "warm fuzzies" make you feel?
6. How do "cold pricklies" make you feel?

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Appendix D

Activities: Week 3

E + R = O — GREEN HAIR — BIGGEST IDIOT

Purpose

To demonstrate the concept that we are responsible for our own feelings; to introduce the idea that other people don't "make us" feel things; to demonstrate that we have control over how we feel and how we react to others

Background

In order to achieve complete and full self-esteem we have to take full resonsibility for our life, for both our internal and external experiences. Often we fall into the trap of blaming other people for how we feel and for what happens to us; the distraction of looking for solutions to problems by focusing on supposed outside causes. It is much more profitable, however, to look inside ourselves: regardless of who is to blame, we are at least in charge of how we feel. Taking the point of view that we are responsible for our responses to the world gives us more power.

Procedure

E + R = O

Write the formula "E + R = O" on the chalk board.

E stands for all the "events" of our lives
R stands for our "response" to those events
O stands for the "outcomes" we experience.

What most people complain about in their lives are the "outcomes" of this equation. For instance, people complain about having constant headaches, being depressed, feeling sad, feeling guilty, feeling angry, being yelled at by their parents, getting a D or an F in school. They complain about how their boyfriend or girlfriend treats them.

These are all "O's" that have been created as the result of how they have responded to the events — the "E's" — in their lives.

For instance, would it be possible to come into this classroom where there are many, many people and feel lonely? (Yes.) Would it be possible to come into this same classroom and create a connection, warmth and friendship? (Yes.) It's the same classroom. The "E" is the same: there are the same people, with the same gender, it's the same number, same day, same temperature, same circumstances. Yet, two people can enter the same room and produce a very different outcome for themselves. Why is this possible?

Because the "R," the "response" of the different individuals is different. For example, one person might enter, look around the

room and decide that everyone is too uptight, too judgmental, too much older, too much more sophisticated, too weird, too strange — and then sit back and observe everyone. At the end of the day that person leaves saying, "What an unfriendly classroom. I didn't have any fun. I felt very lonely."

Another person might come into the same room, same time, same circumstances and go up to someone and say, "Hi, my name is Sheila, and I just moved here from Cleveland." That person had a different response to the same set of circumstances and events, the same "E." As a result, she produced a different "outcome" in her life.

Often what we do in life to hope, pray or demand that the "E," the outside event, change. We often hear this in the form of "If only's": "If only my teacher were more understanding. If only my father were more loving. If only my boyfriend understood how I feel. If only..."

The fact is that "E's," those environmental influences and other people, rarely do change in the way we want them to. It's not impossible, but it doesn't often happen. In order to produce a different outcome, we have to change our behavior and our response.

"If I want a different outcome in the classroom, I'm going to have to do something different: reach out, participate more, raise my hand, do my homework. If I want a different response to my mother, I'm going to have to do something different in order to get her to respond differently to me."

Next, draw the numbers "2 + 2 = 4" on the board.

2 + 2 = 4 and will always equal 4 from now until the end of time. If you don't like the outcome, "4", you will have to change either the first 2 or the second 2. We've already seen that other people and outside events are not likely to change very quickly. But we do have the power to change our response. We can change our 2 to a 3 or 4 or 5 or 6, producing a different result or "outcome."

Sometimes the events in our lives have already happened. Our girlfriend has already decided to leave us, the baseball has already crashed through the neighbor's living room window. At that point we again have a choice -- we can choose to depress ourselves by telling ourselves that no one will ever love us again the way Sally did. We can tell ourselves that we're going to die and then we'll feel depressed. A different response would be to say to ourselves: "There are many people in the world that I can have a loving relationship with. I'll start to look around and find them.

This response produces a totally different outcome. If I hit a

baseball through a neighbor's window and start to imagine negative events, I'm likely to feel nervous inside — that is the outcome I have produced. The baseball going through the window didn't produce that. Another choice is to realize that I've made mistake, I'll own up to it, talk to the neighbor, replace the window. Then I have a good feeling inside.

If I have a teacher who is negative or critical and judgmental, I have a choice, too. I can go inside and agree with the teacher that I'm a bad person, or I can choose to tell myself that their point of view is <u>their</u> point of view and that I'm still a good person. This leaves me feeling okay. If they are the kind of teacher who is constantly putting down people who make funny remarks in the classroom, I can continue to be the class clown and get in trouble or I can adjust my behavior, acknowledging that they might be the one that's uptight, but change my behavior so I no longer get suspended. This is the choice I always have.

"E + R = O" means that if we want changes in our lives, we need to stop blaming the events, circumstances, and other people, and start focusing on our feelings and actions — our response. That's where the power is to produce the kinds of outcomes we truly want.

<u>Green Hair</u>

This interactive demonstration helps make the explanation above more real for the students. Say the following:

"The 'E + R = O' formula works well in terms of seeing how we let other people 'make us feel bad.' For example, suppose I go up to Mary and tell her, 'Mary, you have green hair.' Would that make you feel bad? (Mary would answer 'No.') 'Why not?' 'Because I know I don't have green hair.' So it's not what I say to Mary that affects how she feels. What Mary believes to be true about her hair before or after I say what I say is what conditions her response to me.

"What if I said to you, 'Mary, you are a mean, selfish, cruel person.' Would that hurt you?" (Most students will answer 'Yes.') I believe that my statement would only hurt Mary if she has any doubts about whether or not she is mean, selfish or cruel. If she is totally clear that she is a loving, warm and generous person, then she wouldn't be hurt by that statement because she would know the truth of who she is.

"Anytime someone says something to you and you feel hurt, it's because at some level you have a doubt about yourself in that area. If I say 'You have green hair!' and you know you don't, there is no problem. The same is true with anything else in your life."

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At this point conduct a discussion about things people have said that have hurt them. Ask them to look inside to see if they have doubts about that particular issue in their life.

The Biggest Idiot

This piece simply takes the concept of insults and hurtful remarks further. If students assimilate this example, they will have progressed a great way towards taking responsibility for their internal experiences.

Continue the discusssion:

> "Suppose I approach John and say, 'John, of all the people I've ever met in my 10 years of teaching, you have to be the biggest idiot I have every had in one of my classes.' How many of you think that that would raise John's self-esteem? (No students raise their hands) How many of you think that that statement would lower John's self-esteem? (Most students raise their hands.)
>
> "How many of you think it doesn't matter what I say to John, but rather what John says to himself after I stop talking that affects his self-esteem? (Students who have been paying attention will raise their hands.)
>
> "It's important that you understand fully that it's not what I say to John, but what John says to John after I stop talking that affects how he feels about himself. If John goes inside after I stop talking and says, 'My God, how did he find out so soon?' that will affect his self-esteem in a negative way. If he goes inside and says to himself, 'Well, the teacher just picked on me because he knows that I have a strong self-concept and can take this kind of teasing,' John will feel good about himself.
>
> "Remember, when someone says something to you that hurts, look inside and see what it is you are telling yourself about yourself."

To complete the discussion, answer students' questions. Then challenge them to hold the attitude -- at least in this class -- that nobody else makes them feel anything, and that they don't make other people feel certain ways.

ACT AS IF

This exercise is an opportunity for students to pretend they are several years older. It is essentially an acted-out affirmation.

PURPOSE:

To provide an experience in which students plan and affirm a positive future

BENEFITS TO THE TEACHER:

- Student focused activity
- Little teacher instruction

BENEFITS TO STUDENTS:

- Experience possible positive futures
- Share plans for the future
- Visualize goals

INSTRUCTIONS:

Break students into Buddy groups or into groups of five or six.

Guided visualization:

Have students close their eyes and imagine they are ten years in the future. Giving them ten seconds to envision an answer, guide them to imagine the following:

Where are you?
What are you doing?
Who is with you?
What are you wearing?
What are you saying?
What are other people saying and doing?
How are you feeling?

Guide them to imagine positive images connected with success and excitement. Have them imagine how they will feel having accomplished all their goals and desires, and how others will treat them now that they have attained everything they want.

Have them open their eyes.

Sharing:

Have students each take one minute to share their successes of the "past ten years." Instruct them that when someone else is sharing no one may interrupt or comment. When one person is finished sharing, move around the circle to the next person without commentary.

This is a game of pretend, so remind students to "act as if" what they have said has really happened. Emphasize that their voice inflection, gestures and attitude should relfect their older, successful persona.

Be sure students stay in the present or past tense when speaking about what they have already done. If there is leftover time, allow open conversation keeping the "Act As If" rules in force. All interactions between students should be based on their accomplishments over the "past" ten years.

Repeat this game throughout the semester, and have students notice any changes they experience in their goals and attitudes.

POSITIVE SELF - TALK

Self-Talk is a way of positively affirming who we are and what we wish to be. Self-Talk can lift our spirits and helps us focus our energies on the positive aspects of our personalities, both of which lead us to success.

Purpose: To provide a method to focus on positive aspects of self; to create an uplifting experience of self

Benefits to the Teacher:

- o Encourages a positive attitude in students
- o Encourages students to take more risks because of higher self-esteem

Benefits to Students:

- o Creates a positive attitude about self
- o Creates a "can-do-it" attitude
- o Relieves self-doubt

Instructions:

Life Story Sharing

In order for a child's self-concept to grow, he needs to be in an environment of trust and support so that he can feel secure enough to take risks. One of the best methods for developing an environment of trust is mutual self-disclosure.

Ask the students to sit in a circle. Tell them that each of them will have a specific amount of time in which to share their life story. Appoint one student with a second hand on her watch to be the timer. If you're working with elementary students, you may supply the watch. When working with a small group of eight to ten students, you may wish to use a three-minute egg timer.

Ask the students to share those important experiences throughout their lives, beginning with early childhood, which they think left a strong impression on their personalities.

In this type of exercise it is a good idea for you to be the first one to share in order to model the behavior you want from the students. This also creates an environment of less risk. After you have shared, direct the student to continue around the circle clockwise.

After sharing their life stories, ask the students if they would like to go around again and share things they remembered as the others were talking.

To facilitate sharing, remind students that when someone else is speaking, they must remain silent until it is their turn.

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Bragging

It is important to receive recognition and positive support for what we do. Exercises such as the one below promote a legitimate forum for disclosing those things about ourselves that are positive and growth-promoting.

If a person is to become fully self-actualizing, it is important for her to learn to express positive as well as negative feelings. However, our society does not provide much opportunity for this: bragging is generally frowned upon. Look at all the "put-downs" that are commonly used in regard to bragging:

> He's really a stuffed shirt.
> If his head gets any bigger, he won't be able to wear a hat.
> She's the most self-centered person I know.
> He's always bloving his own horn.
> With all your bragging, you need to get a press agent.
> There he goes again — beatng his own drum.

Despite these societal taboos, being able to "tell the truth" about ourselves is important. Read the following story from the Los Angeles Times (September 18, 1985) entitled, "Nothing but the Truth?":

> "David Casstevens of the Dallas Morning News tells one about Frank Szymanski, a Notre Dame center in the 1940's, who had been called as a witness in a civil suit at South Bend, Indiana.
>
> 'Are you on the Notre Dame football team this year?' the judged asked.
>
> 'Yes, Your Honor.'
>
> 'What position?'
>
> 'Center, Your Honor.'
>
> 'How good a center?'
>
> Szymanski squirmed in his seat, but said firmly: 'Sir, I'm the best center Notre Dame has ever had.'
>
> Coach Frank Leahy, who was in the courtroom, was surprised. Szymanski always had been modest and unassuming. So when the proceedings were over, he took Szymanski aside and asked why he had made such a statement. Szymanski blushed.
>
> 'I hated to do it, Coach,' he said. 'But after all, I <u>was</u> under oath.'"

Ask the students to form groups of five or six members. Tell them that each person has five minutes to boast about anything in his life: accomplishments, awards, skills, things he does well, personal characteristics or attributes. Ask that they be "under oath" about themselves as they brag.

This activity usually results in everybody feeling very good about herself, as well as feeling close with each other.

Ask students to share whatever feelings they have about the bragging they just did. The following questions may be useful:

1. How comfortable were you bragging about yourself?
2. How comfortable were you listening to others brag?
3. Were your brags less spectacular than those of the others?
4. Are there any particular people whose stories you resent or admire?

DISCOVERING YOUR RADIANT AND CREATIVE SELF:

A TRANSPERSONAL ARTS APPROACH TO EXPRESSING ONE'S POTENTIAL*

"ME"

"I'm glad I'm me
I'm glad I'm not you
How could I be me,
While trying to act like you?"

"My inner guide was a voice and it still is. Many times I feel like a failure, like report cards, and it speaks not with a roar but with a gentle calm, like my grandmother who died one year ago. 'Press on. Don't give up. Press on. Don't give up.'"

This beautiful poem and message of inner wisdom was written as a result of a guided imagery session with a seventh grade student. The student said that his inner imaginal guide inspired him to write this poem. Repeatedly we are amazed and inspired by results such as these from our work with students in the area of creative imagination. To us, the creative imagination includes those dimensions of our selves which go beyond our ordinary experience into the deeper and higher realms of our mind from which we can contact and express our unique essence, our inspiration, our highest potential, and the source of our creative energies.

Background

That every child must reach his or her potential is a commonly accepted expression of current educational theory. Most educators, however, have no idea of what this really means, and the vast majority of schools are certainly not successful in accomplishing this task. As we explore new dimensions in education, we are confronted with this very important question: What is potential? How can education really help each student to become the fullest human being he or she is capable of becoming? How can each student achieve contact with their highest self, their unique essence, their unique purpose, and their potential gifts to the world?

Obviously, this is a complicated question to answer. However, we have developed a wholistic model of education which we believe offers educators a new and effective philosophy and methodology for creating classrooms where the realization of full potential can be facilitated. These classrooms must be wholistic in scope and offer each student ways to learn how to fully develop his or her body, mental capacities, sensory capacities, imagination, emotions, intuition, will and contact with his or her own highest self. These classrooms also require teachers who are ready and willing to fully develop their own capacities. Teachers equipped with skills in gestalt, sensory awareness, self-concept enhancement, guided imagery, confluent approaches, relaxation techniques,

*This work was originally developed in conjunction with Paula Klimek, Director of The Human Development Project in the Kingston, Rhode Island School District. We are grateful for her significant contribution.

new games, Feldenkrais, biofeedback, and the many other affective processes now available, can become effective facilitators. They can help each student to find that special combination of ingredients which spells out their unique path to full self-development and self-expression.

One of the most exciting aspects of our work is in the areas of creative imagination. Though we believe that this work needs to be combined with many of the other processes mentioned in this curriculum, we would like to focus here on these four areas of what we call "The Inner Classroom." Students seem to love these processes of inner exploration. They seem to provide a very important validation of the inner genius we each have available to us. We have also found that these processes can open students to beautiful and deep forms of artistic and poetic expression. We are still surprised and amazed to see the art work that emerges from these sessions with upper elementary, junior, and senior high students. Though the producation of art and written work is not our main goal, we find that these are powerful tools for new forms of art education.

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"A CALMING LAKE"

"Begin to image yourself lying on the shore next to a beautiful calm lake ... Feel the sun pouring down upon you ... Be aware of a gentle breeze ... Note the smells and the sounds ... What are your feelings? ... What are your thoughts? ... Now feel yourself and the lake becoming one ... Imagine yourself filled with calmness, filled with that lake ... Feel this calmness in every part of you ... Feel this calmness from your center washing over you, through you and in you ... What are your feelings? ... Now begin to center this calmness, this lake within you, this flowing source of love ... When you are ready, come back to the room and open your eyes with your new found sense of calmness. Write and/or draw about your experience."

After a week or two of such preparatory work we can utilize the life purpose visualization. It seems to provide the answer to a very core question when dealing with potential and inner validation and is a very effective starting point for inner work. Before conducting the visualization we recommend that you conduct a discussion of what is meant

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by the term life purpose. We have merely brainstormed what this concept means to them. The usual pre-session comments are very career-related and much different from the post-session comments.

To begin, ask the kids to get into a comfortable position with their spines straight, either sitting up or lying down. Then ask them to close their eyes and become relaxed, being aware of the rhythm of their inhalation and exhalation. Finally, begin the fantasy and say:

> "We are about to review your life. You will begin to experience yourself going backwards in time. Begin by thinking about this day. Go back to when you woke up this morning ... What have you done all day? ... Now, look back at the past week ... the past month ... the past year ... Review the significant events of this time ... What did you look like? ... Who were you with? ... Where have you been? ... Try not to get caught up in any particular event or to be judgmental. Allow your life to pass by as if you were watching a movie ... Now, go back to your previous grade ...To your elementary grades ... To the primary grades ... To the time you first entered school ... To being a young child ... A two-year old ... A baby ... To the time of your birth and the time you were in your mother's womb ... And now go back to the time before your conception. You are about to meet a special guide, your own special guide. A guide to whom you may ask what the purpose of your life is ... Meet this guide and pose your question ... Feel your guide's unconditional love and strength and beauty ... Let whatever happens happen ... communicate with your guide in whatever way possible ... Listen to your guide's response ... Notice what you are experiencing ... Now ask your guide for a gift to represent your purpose, your essence, your unique gifts, your genius ... Now you must begin your journey back. Say farewell to your guide, knowing you may visit your guide at any time ... Begin to make your journey back, bringing with you both your life purpose and the gift from your experience. Make your journey through time, through your birth, your infancy, your childhhood, and finally to the present moment in this room. When you are ready, open your eyes, remain silent and draw and write about your experience. We will share our journey after a few minutes."

The responses to this work have covered a wide range of expression. The drawings have contained many inncredible and moving archetypal symbols such as light, rainbows, the sun, contact with another being, floving

robes, mountains, meadows, flowers, animals and so on. The writing has been poetic, creative, beautifully simplistic and yet, full and rich, as in the following responses:

> "I felt like I was in a very special place. Everything was very clear. I could relate to my guide quite well. It was like being in heaven."

and

> "When I met my guide and asked my question, he gave me a great big smile and held my hands. It was like he was saying it's real neat. Try it. It's a great thing to be a person. He gave me a sense of wanting to be, just by holding my hands. My guide seemed like a real nice person, the kind people would like to know. When we were holding hands I thought, 'Wow, I hope everyone's like this.' When I was leaving, I looked back. It seemed as though he was saying, 'It's O.K. Go ahead,' just by looking at me. We met in a place full of nothingness."

Appendix E

Activities: Week 4

I'M ENOUGH MILLING

All I want is for you to accept me as I am.

Hugh Prather
Notes to Myself

Purpose

To give students the opportunity to affirm themselves and each other

Procedure

Clear a large area of desks and chairs. Say the following:

"In a moment I am going to ask you to mill around the room and introduce yourselves to as many people as possible, but in a very special way. You will go up to each person and shake their hand. Still holding their hand, look them straight in the eye and say "My name is _____, and I am enough." They will respond by saying "Yes, you are." they will keep holding your hand, look you in the eye and say "My name is _____, and I'm enough." You will respond with "Yes, you are."

This is how it will look: Walk over to a student and demonstrate by shaking their hand, looking them in the eye and saying " My name is _____, and I'm enough." If necessary, remind the student to say "Yes, you are." Then reverse roles.

After this demonstration say: "While you are doing this there is to be no conversation about anything else. Just say 'I am _____, and I'm enough,' and 'Yes, you are!'"

Continue with: "As you're doing this, I'd like you to observe yourself from a neutral position, just noticing how you feel and how you act as you say these words. Imagine you've got a video-camera on your shoulder recording the following kinds of things:

How does my voice sound? Does it go up at the end of the sentence like a question? (Demonstrate by saying "My name is _____, and I'm enough?)

What do you do with your eyes? Do you avert them, or do you maintain eye contact?

Do you feel comfortable or uncomfortable making this statement? Do you look away? Do you look at the floor?

Do you giggle at the end of the statement? (Demonstrate by saying "My name is _____, and I'm enough. Tee hee hee hee.) This is a subtle way of discounting ourselves, of not taking ourselves seriously.

Notice if there is a tendency to say "I'm more than enough!" That may

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sound like a self-validating statement, but it is usually an indication that you feel like you need to be more than enough to be enough at all.

Those are just some guidelines to focus on. The most important thing is to be aware of what you notice as you are doing this exercise.

Are there any questions?. (Answer any questions. If they ask "Why we are doing this? Say: "Rather than talk about that, I'd like us just to do it and see what we learn from it, and then we can have a discussion afterwards. Why we are doing this will become clearer as we actually do it."). . .

OK, find a partner and begin saying "I am _____, and I'm enough."

Let them continue for about two to three minutes. At the end of the alloted time, or whenever it feels right to you, stop and ask them to take their seats again. Ask for sharing, in small groups or with the whole class, about what they discovered or noticed in doing the exercise.

I WANT YOU TO LIKE ME JUST THE WAY I AM

Often, when we need love the most
is when we deserve it the least.

- Joan Walsh Anglund

Purpose

To teach students to ask for what they want; to sensitize them to the fact that they all want to be liked just the way they are.

Background

The two basic components of positive self-esteem are a feeling of being loveable and competent. We all want to be loved just the way we are. There will always be room for improvement in our personality and in our behavior; however, it is important that we be loved and appreciated for who we are right now. We need to receive assurance that even if we fail math, for example, we are still loveable.

Procedure

Say to the students: "This is just like the 'I am enough' exercise, in which you shake hands with a partner, make eye contact, and say a sentence back and forth. This time pretend that you are running for political office and that you must shake hands with as many people as possible. Are there any questions? (Answer any questions.)

"Okay. Stand up. We are going to mill around the room again, and this time you'll have a new sentence to say. The new sentence is: 'My name is _____, and I want you to like me just the way I am.'

"Your partner responds by saying, 'Thank you for sharing that with me.' Then they will say 'My name is _____, and I want you to like me just the way I am.' And you will respond with 'Thank you for sharing that with me.' Then you'll each find a new partner. Ready? Begin."

After a few minutes stop and say:

"I'd like you to close your eyes and be silent for a moment. Reflect back on what this experience was like for you -- to ask people to like you. . . (Pause). . .

"We all want this, but we think it's not cool to ask for it. We expect people to know that we want them to like us. Sometimes it is important to ask. Sometimes we pretend that we don't care. Even when you pretend you don't care, you really do. So it is important to begin to acknowledge this. . .

Let's do one more thing before we open our eyes. I'd like you to imagine that you are standing in front of yourself right now, as if you were

looking at a clone of yourself -- not a mirror image -- but as if you were standing outside of yourself looking into your own eyes. And when I count to three, I want you to all say at the same time out loud, 'My name is _____, and I want you to like me just the way I am.' Notice what kind of response you get from yourself. OK, on the count of three;

One, two, three: 'My name is _____, and I want you to like me just the way I am.' (Pause for 15 seconds)

"Now open your eyes, and take your seats."

Ask the students to share in small groups or with the whole class what they felt, observed or noticed about themselves in the process of doing the exercise.

NEGATIVE FEELINGS: A DISAPPEARING ACT

This exercise follows closely with the principles in "Word Play." Sensitizing students to the mechanism by which they create their negative feelings empowers them to choose other internal experiences if they desire.

PURPOSE: To give students a step-by-step method for eliminating negative emotions such as guilt, anger, fear and resentment

BENEFITS TO THE TEACHER:

- o Greater student responsibility for their emotional states
- o More positive classroom atmosphere

BENEFITS TO THE STUDENTS:

- o Greater understanding, acceptance and control of their emotions
- o Less helplessness and despair
- o Greater ability to focus on learning

INSTRUCTIONS:

Explain that we create "negative" feelings when we have beliefs, images, and expectations about how we, others, or the world should be. When we hold onto these beliefs despite the fact that reality contradicts them, we make ourselves uncomfortable and unhappy.

Tell them that negative emotions such as anger, guilt, resentment and fear are experiences we create for ourselves. Once we create them, we need to acknowledge and accept the feelings before releasing them.

The real trick,though, is to catch ourselves before we creat upset. The following steps describe what to do to stop creating negative emotions before we start experiencing them. Write these steps on the board, or duplicate and hand them out to students as a basis for discussion.

How to Stop Creating Negative Feelings

1. Identify the feeling.

2. Identify the belief/image/expectation you are holding that is being violated by your actions, the actions of others, or the world.

3. Identify your options.
   - — Change your belief/image/expectation
   - -- Change your behavior or the world's
   - — Leave...Eliminate the action or reality you dislike from your perception

4. Choose an option and act on it. This may involve forgiveness, atonement, letting go or taking charge of the situation.

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"I" MESSAGES

One of the most basic and valuable interpersonal skills is knowing how to communicate our emotions effectively and clearly. Many times we feel frustrated when expressing our anger, hurt or fear because the person listening feels defensive, and so does not hear us clearly.

"I" Messages are a way of communicating in which the sender takes responsibility for her feelings, and in so doing makes it easier for others to listen openly.

PURPOSE:

To provide a method for communicating effectively in a nonconfrontive, responsible manner

BENEFITS TO THE TEACHER:

- Students more willing to listen to corrective feedback
- Fewer verbal confrontations
- Clearer communications
- More positive class atmosphere
- More students participating verbally

BENEFITS TO STUDENTS:

- Giving and receiving constructive feedback
- Greater permission and safety to express feelings
- Positive class atmosphere
- More responsible behavior

INSTRUCTIONS:

Several ways we block our messages are by phrasing communications in such ways that the listener feels attacked, made wrong or blamed for our feelings. Here are some common ways of blocking our messages:

1. Ordering, directing, commanding:

   "Take this to the cleaners this afternoon."
   "Buy me a new coat."
   "Don't talk to me that way!"
   "Shut up!"

2. Warning, threatening:

   "If you do that one more time, I'll knock your head off."
   "Okay, now you've had it!"

3. Preaching, moralizing:

"Some people never seem to know when to quit."
"I wish somebody would teach you to respect other people's property."

4. Advising:

"Why don't you try to be more careful."
"How about drinking your cola over the table from now on."

5. Judging, criticizing, blaming:

"I would have thought you would have known better."
"You can't do anything right!"
"It's your fault."

6. Name calling, ridiculing, shaming:

"You clumsy idiot."
"You ought to be ashamed of yourself."

7. Interpreting, psychoanalyzing:

"How come you're so accident prone?"
"You were just trying to get back at me for what I did yesterday."

8. Teaching, instructing:

"How would you like it if someone did that to you?"
"I wonder if you realize how much it's going to cost me to have this cleaned?"

Because these types of communications encourage the receiver to feel judged or attacked, the message doesn't usually get across. Notice also how the real messages are unclearly or obliquely stated.

An alternative way of communicating how we feel and what we want is to send "I" Messages. An "I" Message contains three parts:

1) <u>Describe the other person's behavior specifically</u>:

Be as clear as possible about specifics, and the other person will have a better chance of understanding what behavior troubles you. For example:

"When you spilled the milk on my coat..."
"You interrupted me three times tonight, the first time..."
"When you say you are going to call me and then you don't..."

Notice that the communication focuses on behavior, not deep-seated motives or chronic personality faults. That is very different from accusing someone of being careless, rude or irresponsible.

AFFIRMATIONS

As a man thinketh in his heart, so is he.

Proverbs 23:7
The Bible

Thought is the process of creating images and forms on the mental plane; these forms (which may be concepts, pictures, words) can then be used to concentrate and direct energy and to liberate the power of will.

David Spangler
The Laws of Manifestation

Objectives

To empower students to overcome negative attitudes and learning blocks; to develop greater self-esteem, and to have students program themselves for success; to teach students to strive for goals and dreams on a daily basis; to create several personal and class affirmations that will support the students academically, socially and personally

Benefits to the Teacher:

- o Focuses students on the positive
- o Supports consistent commitment, responsibility and clarity
- o Unifies the class in a single activity, making them ready to receive instruction

Benefits to the Students:

- o Teaches them to strive for positive goals
- o Disciplines them to use a daily technique
- o Give them a skill for realizing any objective or dream

Background

Affirmations are positive statements which affirm or declare a desired objective as if it were already achieved. The dissonance produced by the statement creates the internal motivation to achieve the goal. The power of the affirmation increases by linking it to a visual image of the desired outcome.

The beliefs, expectations and thought patterns that your students currently hold determine their self-esteem, how they perceive their reality, and how willing they are to participate in school and life. If students believe that they are slow learners, C-students, not mathematically inclined, physically awkward or stupid, then that is what they will create.

Precisely because they are constantly controlled by their beliefs, they can learn to override their self-defeating ones through the use of affirmations

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and positive visual imagery. If students continually practice these techniques they will not only transform their internal experience of themselves, but they will also gradually modify their daily behavior to match the new beliefs.

Developing personal and classroom affirmations is approximately a week-long process, depending upon the number of affirmations per student and how elaborate you want to make them.

Procedures

STEP ONE

Ask the students to list at least three goals they have that they wish to accomplish by the time they become adults (or graduate from high school). Have them be as concrete and as specific as possible. In their Buddy Groups, instruct students to discuss in detail their goals are, how they think they might accomplish them, why they are important to them, and what their life will be like once they have obtained their goals.

Identifying goals and then discussing how they may be obtained allows students to tap into the creative process of realizing their dreams. Having them talk about how they feel about accomplishing their goals helps them generate excitement and motivation to achieve their goals.

STEP TWO

Have students identify at least ten strengths they possess which will help them obtain their goals. Be adamant in requiring that every student list at least ten strengths: e.g., determination, humor, sensitivity, guts enthusiasm, a positive, go-for-it attitude, and commitment. Make sure they state the qualities positively. For example, "stubbornness" would be written as "perseverance."

Have students explain to their buddies how each quality will help them obtain their goals. Identifying strengths in light of accomplishing goals is an excellent method for sensitizing students to their positive qualities.

STEP THREE

Have students list EVERYTHING they want. Instruct them to look in three major areas:

Being/Becoming
Having
Doing

To prime the pump, begin the session by sharing some of your wants with them: more patience, more money, a new car, a vacation to Tahiti, a better relationship with your child.

THE RESPONSE COLUMN AFFIRMATION TECHNIQUE

When you work with an affirmation, one effect will be to bring to the surface any beliefs, attitudes, thoughts or judgments that have kept you from having what you want. If you affirm good grades, every belief you have about how impossible it is for you to make good grades will come up as a reason to stop using the affirmation. When these negative beliefs arise this is one sign that the affirmation is working.

When this happens, you have two choices. One is to continue working with the affirmation and "work right through" the negative beliefs, attitudes, and thoughts. Another approach is to spend some time identifying the particular beliefs that are surfacing and to modify your affirmation or create new ones to deal with these beliefs. This technique is designed to assist you in doing the latter.

Instructions

1. Divide a sheet of paper into two columns, headed "Affirmation" and "Response".

2. Write out your affirmation, using your name. ("I, Fred, am joyfully receiving all the love I deserve."

3. Stop, take a breath, and note any reactive thoughts in the "Response" column.

4. Repeat this 4 times.

5. Write the affirmation 5 times in the second person, pausing each time to write any responses. ("You, Fred, are joyfully receiving all the love you deserve.")

6. Repeat 5 times in the third person. ("He, Fred, is joyfully receiving all the love he deserves.")

7. Go over the responses. Some will feel dull, while others will feel charged with energy. Go over the "charged" ones, and either incorporate the new information into the affirmation, or create a new affirmation or turnaround statement.

8. Work with your affirmation until all the reactions are "flat" or affirmative. At this point you will have dealt with all of your blocks and be able to create more powerfully with this affirmation.

Some Reminders

Affirmations work best when they are used in conjunction with positive visual imagery. Underscore for the students the importance of letting themselves feel as deeply as possible the emotions they would feel when the desired result has actually occurred. Creating the feelings to accompany the image is crucial to their effectiveness.

Remind the students that when they create or use affirmations, they are to avoid the future tense. Tell the to always phrase their affirmations in the present tense as if the result already exists. Do not say, "I will become a better reader," but rather "I am reading everything easily and well." Although some people think that this is self-delusion or lying, it isn't. This technique simply acknowledges the fact that everything we create manifests first in our minds before it becomes objective reality.

Affirmations should always be phrased in the most positive way possible. The reason is that negative phrasing evokes negative images, which the subconscious does not know how to turnaround into a positive image. Therefore, have your students affirm what they do want rather than what they don't want. Instead of, "I no longer have trouble doing math," have them say, "I am now doing math easily and well." This will ensure the most positive results.

A general rule is to keep affirmations short and to the point. They should be strong statements which convey strong feeling tones. The stronger the feeling tone, the more effective the result.

The sample affirmations which follow fall into three categories: "Self-Esteem," "Learning," and "For the Teacher." The last section contains affirmations which you can use to foster your own growth and professional development.

Affirmations for Self-Esteem

1. I am enjoying being lovable and capable.
2. I am feeling great, respecting myself as a worthwhile, valuable and important person.
3. I am a powerful and radiant being filled with light and love.
4. I am respecting my own uniqueness and joyfully expressing who I am.
5. I am happily expressing my ideas freely and easily, joyfully accepting the respect of others.
6. I am happily loving myself fully just the way I am.
7. I am enjoying being kind, compassionate and gentle with myself.
8. I am joyfully loving and giving to myself and others.

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9. I am enjoying total success in all that I do.

10. I, _____ , am peacefully liking myself more and more each day.

11. I, _____, am enthusiastically loving myself.

12. I, _____, am confidently exercising my right to ask for what I want.

13. I, _____, am calmly trusting myself and going at my own speed.

14. I, _____, am proudly experiencing total success in school. (in math, in science, in sports, in dating, etc.)

15. I, _____, am a success, confidently pursuing all of my dreams.

16. I, _____, am happily approving of myself.

17. I am calmly remembering that the more I love myself, the more love I have to give to others.

18. I am joyfully doing all my work and reveling in my good grades.

19. I am beautifully radiating perfect health.

20. I am enjoying loving myself and others.

21. I am enjoying being nice to my classmates and teacher.

22. I am peacefully accepting that no matter what you say or do to me, I am still a worthwhile person.

23. I am serenely and easily accepting compliments, and joyously sharing my successes with others.

24. I am joyfully accepting and carrying out all my responsibilities.

Affirmations for Learning

1. I, _____ am learning (subject) easily and well.

2. I, _____, am happily expressing confidence in my ability to learn.

3. I, _____, am easily remembering all that I see and hear.

4. I, _____, am learning math more easily and quickly every day.

5. Reading is easy and fun. (Use any subject or behavior.)

6. I, _____, am scoring well on all of my tests.

7. I, _____, am experiencing myself as relaxed and alert.

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I AM AN "A" STUDENT

Objectives

To encourage a sense of competence in each student; to have them experience and understand their responsibity for their success; to foster the practice of risk-taking in a positive, safe environment

Preparation and Materials Needed

1. Blank 8 1/2" X 11" paper, one sheet per student
2. Colored pencils, markers, and crayons

Background

Most youngsters have decided that they cannot win, and have therefore developed strategies to avoid losing. These strategies seemingly protect their self-esteem, but in reality keep them from experiencing themselves as winners. Most strategies involve not taking responsibility for their actions and the consequences of their actions.

Too many students have the view that "the teacher gave me a certain grade" whether it be high or low. How many times have you heard, "It's not my fault." or "S/he made me do it." It is important for students to understand that they are ultimately in charge of their lives. What people do (their actions) determines the outcome (consequences).

The following simple activity is one of the most powerful tools we have found to help youngsters realize and understand that they are the "captains of their own ships." They begin to realize that people are responsible for their actions and that actions have consequences. When this awareness occurs, a revelation takes place for many students. They realize that they are powerful. An attitude of pride, and an acknowledgement of the fact that they are in charge of their lives infuses their every behavior. This is very empowering for children of all ages.

Procedure

Use this activity and discussion the first day of class, if possible. It sets a positive tone and helps establish the safety of the classroom. When a student feels a sense of warmth and safety, she tends to be willing to take positive risks and stretch her "comfort zone."

"A" Grade Talk:

Say the following: "By a show of hands, how many of you would like to walk out of here with an 'A'?" (Raise your hand, also.) Normally all the hands shoot up. A few rebellious ones may resist, but with a little light-hearted fun, everyone will raise their hands. If one or two resist, it is best to let them examine that decision on their own.

Continue by explaining why you had your hand up: "It was up because nothing would make me more happy than for all of you to earn an 'A'. We

all want the same thing! Let's work together to make that happen. That's called cooperation.

"I want to make you a promise. My promise to each and every one of you is this: I will do all I know how, to support your earning an 'A'. In fact, that each of you is an 'A' student in this class right now. By a show of hands, how many of you are willing to practice keeping that 'A' grade?... GREAT!" Encourage everyone to applaud wildly. This really motivates students.

"A" Poster:

The "A" Poster is a constant visual reminder to students of their commitment to re-earning their grade each day. The posters are to contain a positive symbol, statement or affirmation, (see page ___) which will support them in doing their best work. Have them place them on their desks, or post them around the room.

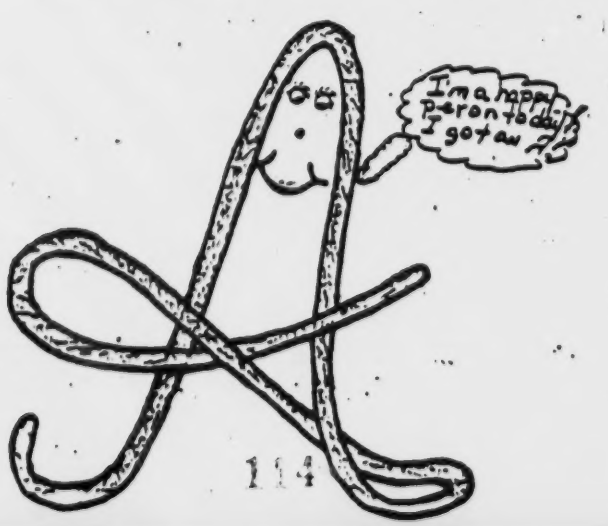
Say the following: "Each of you will make an 'A' Poster. This poster will remind you of your commitment to keep earning your 'A' everyday. Take a few minutes to search your mental computer. Think about a time or an experience you had when you felt very happy and joyful. Recreate that experience with your imagination. (Pause) Really get into the happy and joyful feelings you experienced before. (Pause) Now open your eyes, and stay with these good feelings as you draw a design, symbol or positive statement related to your commitment and desire to earn an "A". When you are ready, use the colored pencils, markers, and crayons to decorate and color your poster.

Additional Activities

1. Discussion how students feel about starting school with an 'A'.

2. Make other reminders or "A" Posters to post at home. These reminders can be in the form of 3" x 5" cards or full posters.

3. Discuss with the class how habits are formed. Good or bad, they are in our control because we have and continue to choose them.



Appendix F

Activities: Week 5

SEAGULLL -- JACKHAMMER EXERCISE

Objective

To give students an experience of the power of imagery over our behavior and feeling state; to make the point that behavioral change must be accompanied by a change in self-image

Procedure

Clear a large area of desks and chairs. Depending upon the size of the available area, select representative student volunteers, or use the entire class to demonstrate. Everyone needs about as much space as they would need in an aerobics class.

Split the class in two groups, A and B. Say the following to group A:

> "I want you to close your eyes, and imagine in your mind a seagull floating gracefully in the air. See it gently, easily, effortlessly gliding through the air...* When you have that picture of a seagull vividly in your mind, I want you to nod your head... Great. Now, with your eyes about a quarter of the way open so that you can see the floor in front of you and have a sense of where your neighbors are, I want you to move like a seagull, keeping the image of the seagull vividly in your mind...(pause)... Okay. Sit tight while I go over to the other group."

Turn to group B and say the following:

> "I want you to close your eyes and imagine a jackhammer. See it moving rapidly up and down in short, jerky, staccato movements... When you have that picture of a jackhammer vividly in your mind, I want you to nod your head... Great. Now, with your eyes about a quarter of the way open so that you can see the floor in front of you and have a sense of where your neighbors are, I want you to move like a jackhammer, keeping the image of the jackhammer vividly in your mind...(pause)... Okay."

Turn back to group A and continue:

> "Once again, close your eyes and imagine that effortless, graceful seagull, floating on an air current, barely moving its wings. When you have that picture vividly in your mind, nod your head... Good. Now <u>keeping the image of the seagull vividly in your mind</u>, I want you to open your eyes a quarter of the way and move like a jackhammer...(pause)... Great.

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* An ellipsis indicates a pause of about five seconds. "Pause" indicates a longer break of about fifteen seconds.

Most students will have a great deal of difficulty moving like jackhammers while thinking of a seagull. Their movements will be somewhere in between jerky and graceful, or they will be frozen and unable to move at all.

Turn finally to group B and say:

> Close your eyes again, and imagine that jerky, staccato jackhammer, bouncing up and down on the pavement. When you have that picture vividly in your mind, nod your head... Good. Now keeping the image of the jackhammer vividly in your mind, I want you to open your eyes a quarter of the way and move like a seagull...(pause)... Great.

Again, students will have a tough time making their bodies move counter to the image they are holding in their heads. This is a very dramatic exercise, one that easily and quickly makes the point that our bodies cannot do anything counter to the images we hold in our minds.

Have the students share any things they noticed about their bodies the second time, when they were holding an image counter to how they were trying to move. If any students claim that it was easy to move the second time, ask them if they were holding the image firmly in their minds. Most will admit that they had to let go of the image in order to move.

Ask them if a friend has ever asked them to do something unusual, and they have responded with "Oh, I couldn't do that -- it's just not me!" The reason we say that is because we look inside our minds and see if what our friend has asked us to do fits our self-image. If it doesn't fit, we don't think we can do it, so we don't even attempt it.

Emphasize the following point: The body literally cannot move contrary to a vividly held image. Therefore, in order to change a habit or behavior, we must change our self-image to include the new habit or behavior. Otherwise, any changes we make will be difficult and short-lived.

THE POSITIVE LEARNING RECALL

Objective:

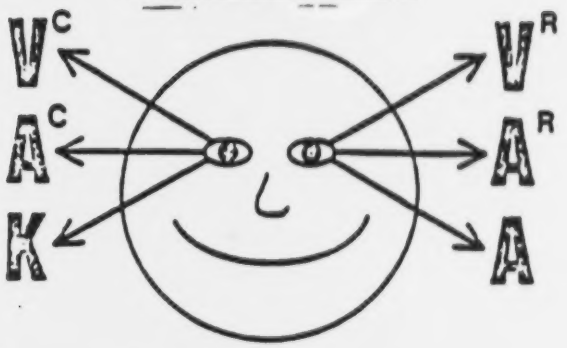
To put the students into a positive emotional learning state. To emphasize the idea that learning can be easy and fun. Use the following guided imagery experience regularly before a lesson or test.

Procedure:

> Imagine you are walking through a spring meadow . . . You can feel a light breeze against your face and the warmth against your back . . . You can hear the birds singing nearby and you can hear the buzzing of honey bees in the air . . . You feel comfortable and relaxed. Only peace and harmony is here . . . You're enjoying the flowers that are here, taking in their beautiful colors and smelling their wondrous fragrance . . . In the meadow there is a special flower that is different. It is special and unique . . . You find it. You're going over to it. You observe its petals and smell its fragrance. This flower is truly unique in all the world . . . You realize that are this flower. Find a way to become this flower . . . You are special, unique, very caring, great and powerful . . Everyone in the room is like this. You feel very good now and very relaxed . . . (longer pause) . . . Now go to a time when learning was easy and fun for you, perhaps when you were a little child--learning to tie your shoe laces, camping with friends, or learning to fish or to cook — maybe it was later, but find a time when learning was easy nd fun for you . . . (longer pause) . . . When you have that time, raise your hand . . . (Wait until all or almost all of the hands are up) . . . You can put your hands down. Now become aware of whom you were with . . . What did you feel in your feet . . .stomach . . . hands . . . and face? Let that good feeling spread through your whole body and let it spread through the whole room . . . (longer pause)... In a moment we're going to open our eyes and everybody will be coming back into the room with that very special feeling that they are unique in all the world and that learning can be easy and fun. Will you open your eyes now and return to the room relaxed and alert?

(We learned this guided imagery experience from Jolene Somsky who teaches using the Sugestive Accelerated Learning Technique, S.A.L.T., in Sioux City, Iowa.)

VISUAL MEMORY SKILLS



V^c Visual constructed images. V^r Visual remembered (eidetic) images.

(Eyes defocused and unmoving also indicates visual accessing.)

A^c Auditory constructed sounds or words. A^r Auditory remembered sounds or words.

K Kinesthetic feelings (also smell and taste). A Auditory sounds or words.

Objective

To use visual memory skills to accelerate learrning of rote material

Background

This technique taken from neurolinguistic programming is especially valuable for learning spelling words, multiplications tables, and mathematics formulas.

Procedure

Begin by observing where a student's eyes go when she is accessing visually remembered information. See the chart above for the general pattern for "normally organized" right-handed people. Use the questions below to elicit a particular student's visual information accessing strategy.

Once determined, use the Spelling Strategy and the Math Strategy exercises which follow to optimize their recall and overall performance.

Take your time in learning this technique. Refer to the chart often. Neurolinguistic programming is a very powerful system for expanding the student's sense of competence and confidence.

Questions (NOTE: Forget about the answers, watch the eye movements.)

To elicit visual remembered information and accessing.

1. What color is your favorite toy (dog, cat, car, hot-air balloon, etc.)?

2. What does your favorite TV star look like? (Small and green?)

3. How many knobs does your TV set (Pac Man, computer, stove, etc.) have?

4. Make a picture in your head of your living room (club-house, girlfriend, etc.).

To elicit visual-constructed information and accessing.

1. What would it look like if you had a purple ice cream cone covered with mustard and peanut butter? (Scrumptious, eh?)

2. Can you imagine a pink elephant with yellow strips and orange polka dots?

3. Make a picture in your head of what you would look like standing on your head.

To elicit auditory information and accessing:

1. What does your favorite record sound like? Musical instrument, bicycle horn, breaking glass?

2. What sounds do you hear when someone plays an electronic game? (Pinball, tennis, etc.)

3. What does your own voice sound like to hou?

4. Listen inside your head to the sound of your own voice (or anyone else's; preferably someone who does not evoke an emotional reaction.)

To elicit kinesthetic information and accessing:

1. How do you feel right after a big meal? Athletic event, long walk?

2. Do you remember how you felt inside the last time you were really excited? Cold, warm, happy, scared?

3. What does it feel like when you touch something rough, like sandpaper? Smooth like glass, gooey like melted chocolate?

4. Pay attention to how you feel inside your body right now.

Questions that are unspecified regarding sensory functioning:

1. What are you thinking about?
2. How do you know when you are learning something?
3. How do you know when you believe something?
4. What are you aware of?

Adapted from Spelling Strategy and Math Strategy by Robert Dilts.

12 HUGS A DAY

"It is hardly news that there is hunger in the world. We see grim evidence of poverty, malnutrition, and starvation on television and in the newspapers almost daily.

But there is another sort of hunger that haunts people today. Its external effects may not be so easily seen, nor does it kill and disfigure with such devastating swiftness. But it is nonetheless real, nonetheless physical because of that. And its long-range consequences can be damaging and ultimately destructive.

The hunger I want to describe in this book is the hunger for human contact. Contact in terms of shared understanding and mutual caring, to be sure, but also a deep-seated hunger for physical contact through touching and being touched. For good intentions, compassion, and talk can only go so far — and usually that is not nearly far enough.

Too many people are hungry for that most basic of all forms of human communication. It is communication that speaks without words. It delivers the most assuring message that can be exchanged between persons: "I am here, you are here, and we care."

No amount of food can satisfy this human hunger. It cannot be permanently dulled by drugs, nor diverted for long by busy-work, frenetic entertainment, or any of the varieties of ways in which people seek to escape. It is a hunger for the touch, the feel, the concrete reality of our shared being. It is a hunger for the reaffirming assurance that inside our skins we are "somebody;" that inside the skins of others, there is "somebody" just like us. Quite literally it is "skin hunger."

- Sidney B. Simon, Caring, Feeling, Touching
Niles, IL: Argus Communications, 1976.

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Procedure:

Tell students "Hugs are a nurturing part of life which let people know, through touch, that they are loveable. However, there are a few types of hugs that don't work very well." Demonstrate these hugs to students using a volunteer.

1. The A-Frame Hug: This is where two people lean toward each other like an A-Frame. About the only thing that gets touched is their adams' apple. It's not a very nurturing or comfortable hug.

2. The Burp-the-Baby Hug: Both people pat each other on the back like they are burping a baby. This hug makes the other person less threatening by treating them like an infant.

3. The Bear Hug: (Or the Macho Hug) In this hug both people wrestle with each other like bears trying to prove who is more macho.

4. The Hip Hug: (Or the "Me and You Against the World" Hug) This is the side-by-side hug where all that gets hugged are your hips.

5. The Free Chiropractic Hug: In this hug the other person tries to give a free chiropractic adjustment (holds too hard) while hugging. May save on doctor bills, but not very nurturing.

6. The Half a Chest is Better than None Hug: The right shoulder of one person touches the left shoulder of the other person - but that's all that gets hugged.

7. The Hit-and-Run Hug: This one is popular among people afraid to make any kind of prolonged contact. It's the obligatory, "I gotta hug someone" type that lasts a total of 1.4 seconds.

Tell students, "What seems to be the best kind of hug is one which is mutually agreed upon and where both people have full contact from the neck to the waist in a relaxed, gentle, loving embrace."

Have students find a partner and give them a nuturing hug. After they have hugged their partners, say, "Great, now hug three and one-half people perfectly and have a seat." Repeat this activity several times a week — every day is better.

HUGGING

A new slant on an old subject is contained in this January, 1981, UCLA Medical Center article.

"Hugging is a miracle medicine that can relieve many physical and emotional problems facing Americans," experts say.

"The type of hugging I recommend is the bear hug," said Dr. David Bresler, Director of Pain Control Unit at UCLA. "Use both arms, face your partner and perform a full embrace. I often tell my patients to use hugging as a part of their treatment for pain. To be held is enormously therapeutic."

Researchers have also discovered that hugging can help you live longer, protect you against illness, cure depression and stress, strengthen family relationships and even help you sleep without pills.

"Hugging is an excellent tonic," declared Dr. Harold Voth, senior psychiatrist at the prestigious Menninger Foundationn in Topeka, Kansas. "It has been shown scientifically that people who are mentally run-down and depressed are far more prone to sickness than those who are not. Hugging can lift depression, enabling the body's immune system to become tuned up. Hugging breathes new life into a tired body and makes you feel younger and more vibrant. In the home, daily hugging will strengthen relationships and significantly reduce friction."

"I'm convinced that the tender embrace can prevent or cure a host of different problems", said Dr. Robert Rynearson, who is the chairman of the psychiatry department at Scott and White Clinic in Temple, Texas. A hug can have an astonishing therapeutic effect by providing a sense of companionship and happiness.

Researchers discovered that when a person is touched, the amount of hemoglobin in their blood increases significantly," said Helen Colton, author of the forthcoming "The Joy of Touching". "Hemoglobin is a part of the blood that carries vital supplies of oxygen to all organs of the body - including the heart and brain. An increase in hemoglobin tones up the whole body, and helps prevent disease and speeds recovery from illness. My 15 years of research have convinced me that regular hugging can actually prolong life by curing harmful depression and stimulating a stronger will to live."

Pamela McCoy, R.N., who trains nurses at Grant Hospital in Columbus, Ohio said, "We found that people who are hugged or touched can often stop taking medication to get to sleep."

"The warm meaningful embrace can have a very positive effect on people, particularly during times of widespread stress and tension like today," Dr. Voth added. "Hug your spouse, your children, close friends or relatives. If you live alone the warm embrace with a friend whenever you meet is just as beneficial. It's a marvelous way to improve the quality of your life."

"Sometimes I just take out my prescription pad," Dr. Bresler said, "and then I write out a prescription for four hugs a day - one at breakfast, lunch, dinner, and bedtime."

SPELLING STRATEGY

1. Prepare a list of words or use spelling words from the child's current text.

2. Using the eye-movement-pattern tear-out page, or the skills you have developed in determining accessing cues, find the direction of the child's gaze while he or she is accessing visual-remembered material.

3. Explain to the child that it is easiest to remember what something looks like when his or her eyes are pointed in that direction.

4. Ask the child for his or her favorite color. Explain that it will be more fun to learn to spell if he or she remembers the words in that color.

5. Show the child the first word in the list. Have the child pretend to take a snapshot in his/her mind's eye.

6. Have the child look up and to the left, or wherever you have determined is the best direction, and see that picture of the word in his/her favorite color.

7. Ask the child, while she/he looks at that picture, to read the letters to you backwards.

   Note: Spelling the word backwards insures a purely visual strategy, since it is virtually impossible to sound out a word backwards. For this reason, you may find that children and adults find it easier to spell backwards than forwards.

8. When the child spells the word correctly backwards, ask him or her to spell it forwards.

   Note: Errors will occur. Go slowly enough to insure that the child has enough time to get the picture and reproduce it in the proper color. If you notice glances in other directions, usually down and to the child's left, be aware that the strategy is being contaminated. If this happens, gently interrupt the child. You only want the child to go through the proper strategy.

9. Future pace by telling the child, "from now on, whenever you want to spell this word, you will simply remember this picture in your head and spell the word correctly."

10. For each word in the list, repeat steps 5 through 9.

Here are a few tips that will enhance the speed, ease, and effectiveness of the spelling strategy. First, make sure that the child is comfortable at all times. Watch for muscle tension, breath holding, slumped posture, or fatigue. This is not a race. If the child gets tired, stop. If his

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or her muscles get tense, help the child relax. If necessary remind him or her to breathe.

Take as much time as necessary to explain each step. The child needn't understand the underlying neurological principles involved, just what to do. If he or she does not understand the strategy, your explanation must have been faulty.

Break longer words down into three-letter chunks. This seems to be the chunk size that is easiest to handle. An alternative is to isolate a part of the word that is particularly troublesome for this child. For example, "relieve" sometimes causes difficulty because of the i and e that people often reverse. You may want to isolate iev from the rest of the word if it helps. You may need to experimennt with each word for each child. With a little practice they'll do the rest.

Some people visualize better than others. If a child has difficulty making an internal picture, there are many things you can do. Ask him or her to imagine turning up the brightness of the picture (just like on a TV set). Find a comfortable level of brightness for the child. Then do the same with the distance of the internal picture. Have the child move it closer and further until it is comfortable and easy to see. Repeat this with the size, clarity, and even the color. Only the child can know what is best. Take the time now. It will pay off later.

Remind the child that with a little practice, this will become automatic. It is easier than riding a bike, tying shoes, or playing games or sports. It is also exactly what good spellers almost always do.

MATH STRATEGY

Note: This strategy is essentially the same as the spelling strategy. All of the tips to enhance the spelling strategy apply here as well. This strategy is for visual memorization. It is ideal for multiplication tables. Using this format, many children have been able to memorize tables through tens or higher in as little as two days. It is also effective for formulas, constants, and anything else the child should have memorized.

1. Prepare a list of formulas or problems you wish the child to know. You can use the child's current text as a source.

2. Using the eye-movement-pattern tear-out page, or the skills you have developed in determining accessing cues, find the direction of the child's gaze while he or she is accessing visually remembered information.

3. Explain to the child that it is easiest to remember what something looks like when his or her eyes are pointed in that direction.

4. Ask the child for his or her favorite color. Explain that it will be more fun to learn math if he or she learns equations in that color.

5. Show the child the first formula or equation (e.g., 4 X 5 = 20, 20 divided by 5 = 4, 2 + 16 = 18, 18 - 16 = 2, and so forth). Have the child pretend to take a snapshot in his or her mind's eye.

6. Have the child look in the direction you determined in step 3 and see that picture of the equation in his or her favorite color.

7. Ask the child, while he or she looks at the picture, to read the equation backwards.

8. After the child reads the equation backwards, ask him or her to do so forwards.

9. Future pace by telling the child, "From now on, whenever you want to remember that equation, you will simply remember this picture in your head and remember it correctly."

10. For each equation or formula, repeat steps 5 through 9.

Appendix G

Activities: Week 6

WHO ARE YOU?

This exercise seems to work best with students of high school age and over.

Ask the students to each find a partner — someone with whom they feel comfortable. Tell them to find a place to sit across from each other and to decide between them who is to be "A" and who is to be "B." After this has been determined, tell the A's that they can only ask the question "Who are you?" The B's, with their eyes closed, are to answer each time with a word or a short phrase. Ask them to continue this until you tell them to stop. Let them go at this in rapid-fire fashion for two to five minutes.

After five minutes have them switch roles with B asking "Who are you?" and A answering. Tell the students to say whatever comes into their heads, no matter how crazy, absurd or repetitive it may sound. If they don't, they'll get stuck.

Next instruct the A's to ask the question, "Who do you pretend to be?" The B's are to answer as before. Again allow two to five minutes. Then have them switch roles again.

This exercise can be extended or repeated in a variation of this form by using the questions: "What do you want?" and "What are you feeling right now?"

We strongly advise you to allow time for discussion of this activity with the whole class reconvened. Discussion of personal results makes it possible for the students to become aware of both their unique and their common patterns of response. Tuning in to these patterns heightens one's self-awareness.

We learned this exercise from Bernard Gunther.

* * * * * * * * * * * * * * *

Researches I have conducted show that a person will permit himself to be known when he believes his audience is a man of goodwill.

Sidney M. Jourard
The Transparent Self

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DO YOU SEE YOURSELF AS A ... OR A ...

Elementary age students, especially, love this exercise. Remember that discussion is the key to making the bridge from a simple game to a more in-depth learning experience.

PURPOSE: To state publicly some of the students values
To have students become better acquainted with each other's values

BENEFITS TO THE TEACHER:

- o Creates a cohesive atmosphere in the classroom

BENEFITS TO STUDENTS:

- o Allows students to get to know each other on a more personal level

PROCEDURE:

Ask students to gather in a group at the center of the room (made free of chairs) and tell them that they will be presented with a series of options to decide upon individually and to discuss later. As the options are given, the students move to one side or the other of the room. according to her decision. For example, when you ask, "Do you see yourself as a stop sign or a yield sign." you will motion to the left while saying "stop sign" and to the right for "yield sign" and students will then move to the side appropriate to their feelings/values.

Foe each option, ask the class to explain their choices and/or pair those from one side with those from the other side for a brief discussion of their choices.

This process of option/decision/discussion may be repeated from five to ten times during a class period, with at least 15 minutes allotted for processing as a whole group.

SAMPLE OPTIONS

"Do you see yourself more as a ... or a ...?"

hamburger.....steak
dramatic play.....musical
letter.....postcard
tossed salad.....apple
cat.....dog
ocean.....river
banana split.....ice cream cone
motorboat.....sailboat
pitcher.....catcher
fall.....spring
sunset.....sunrise
rug.....wall hanging

tug of war.....checkers
mountains.....ocean
plane.....train
red.....yellow
chief.....Indian
one-room school.....big university
bowl.....baseball bat

Regroup students and explain that, eventhough this exercise may have appeared only fun and without much learning importance, discussing in terms of values may provide new insights. Proceed with the following or questions of your own design:

1. What trends can you identify in your choices? For example, could you say that you tended to choose glamorous or simple things?

2. What are some of your inportant values? (List them on the board as they are stated) How are any of these values reflected in your choices?

3. If you could identify any values that were reflected in the choices that you made: How are these values also reflected in your daily lives? In other words, what do you say, do, or feel that reflects these values?

4. What values do you hold that you are interested in either strengthening or changing? How might you go about strengthening or changing your values?

5. From whom or what do we get our values? Are values ever developed without any influence by others? if so, how?

TWENTY THINGS I LOVE TO DO

The Twenty Things List gives students an opportunity to focus on activities they enjoy. By doing so, they can also begin to understand what they value and what their priorities are.

PURPOSE: To identify and share some of our most important priorities and values.

BENEFITS TO THE TEACHER:

- Creates a positive atmosphere in the classroom
- Creates a closeness between students by sharing common desires

BENEFITS TO STUDENTS:

- Creates closeness with other students and promotes open sharing
- Promotes open sharing

PROCEDURE:

Explain that this exercise is designed to help students focus on the activities which they enjoy. Make sure students understand that the most simple interests are also a reflection of values, and that by analyzing what we like to do we are examining our priorities.

Have each student fill out the "Twenty Things I Love to Do" list by recording twenty of his favorite pastimes and activities. When all students have finished their lists, have them indicate, beside each activity, whether they like to do that particular activity alone or with people by marking an "A" or a "P" in the first column after each activity. If each activity cost more than $5 everytime they did it, they mark a $$$$$ in the second column. Have students indicate whether they like to do the activity indoors or outdoors by placing a "I" or an "O" beside the item. Finally, students indicate how long it has been since they engaged in each activity (i.e., one day, one week, two months, one year, etc.)

After students have finished sharing their lists in groups of three, have them complete the following unfinished sentences on the bottom of their lists:

1. By filling out and discussing my list, I learned that I . . .
2. I was happy to see that I...
3. I see that I need to...

When students have finished answering the questions, ask them to form triads and to share what they have written in their group of three. During this sharing, especially with a class of younger students, the teacher might walk from triad to triad, helping the students distinguish patterns or constraints in the lists they have made. It is not unusual for a student to list an enjoyable activity only to find upon reflection that he has not engaged in it for a long time. Be sensitive to this possibility and encourage students to follow through and to act upon their insights.

Appendix H

Activities: Week 7

ACCEPTING AND UNDERSTANDING FEELINGS

An important step on the road of self-discovery for children and adolescents is identifying, accepting and expressing their feelings. Understanding and accepting how they feel assists students in learning to make positive choices in their lives. They develop more self-confidence and self-esteem as they learn that everyone has feelings similar to their own.

How students feel affects their work in the classroom, as well as their attitude toward risk-taking in learning new skills. Because of this direct link between feelings and learning availability, emotions are relevant to the classroom.

Feelings can often be very intense, and this intensity can be frightening, especially to younger children. They need to know that feelings are part of everyone, including themselves, and that it's all right to have and acknowledge their feelings.

Often students won't know how they feel or will have conflicting, simultaneous feelings. Since they don't know what else to do with their feelings, this confusion and fear can lead to arguments and physical fights.

What follows are classroom activities designed to assist students in defining and being comfortable with their feelings, in giving them the opportunity to express them in constructive ways.

***NOTE: Pages 280-283 are intentionally missing.

IDENTITY, CONNECTEDNESS & POWER

Background

Incomplete sentences provide the student with an opportunity to get more insight into himself based on the unrehearsed quality of the answers that emerge from completing sentences listed below with whatever pops into their heads first. Incomplete sentences can be used one at a time as a basis for starting a discussion, as a cue for journal writing, or they can be used several at a time to give students a lot of data about a similar subject (such as "friends") from which they can extract a pattern about their responses.

Professors Gerald Weinstein and Mario Fantini, of the University of Massachusetts, suggest that there are three areas of concern that people seem to spend most of their time thinking about:

Identity basically deals with the question, "Who am I?" Various forms of this question are: "Why am I a boy?" "Why was I born black?" "What do I really feel about things?" "How come I act the way I do?" "How come I'm in the dumb class?" "What's really important in life?" "What can I do to be more happy?"

Connectedness deals with the issue of our relationships with others in our world. Typical concerns from this area are: "Who are my friends?" "What are my values?" "To whom do I owe my allegiance?" "How do I make new friends?" "What do I want from other people?" "What am I willing to give up of myself to get what I want from others?"

Power refers to the sense of control over one's own life. Typical expressions about one's concern with power are: "I can do anything I set my mind to!" "Why should I even try; nothing ever works out the way I want it to." "I don't have a chance, man; I have to do what they say." "How can I get a good job with a 'C' average?"

Below is a list of incomplete sentences divided into three areas, identity, connectedness and power, most of which have been brainstormed by teachers:

Procedure

A group of five teachers can usually generate over fifty sentence stubs in a period of five or six minutes. So, when you run out of these, get together with some teachers and invent some more.

Identity

My favorite _____ is . . .
If I could have one wish, it would be . . .
I'm happiest when I . . .
I feel the saddest when . . .
I feel most important when I . . .
One question I have about life is . . .

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I get angry when . . .
A fantasy I enjoy is . . .
A thought I keep having is . . .
When I get angry I . . .
When I feel sad I . . .
When I feel scared I . . .
I get scared when . . .
Something I want but I'm afraid to ask for is . . .
I feel brave when . . .
I felt brave when . . .
I love to . . .
I see myself as . . .
Something I do well is . . .
I worry about my . . .
My greatest asset is . . .
More than anything else, I would like to . . .
If I were an adult I would . . .
If I were a little kid I would . . .
The best thing about being me is . . .
The worst thing about being me is . . .
I hate . . .
I need . . .
I wonder about . . .

Connectedness

People are . . .
My friends are . . .
The thing that makes me a good friend is . . .
The things I look for in a friend are . . .
My parents . . .
My brother(s) sister(s) . . .
Other people make me feel . . .
Older people are . . .
Younger people are . . .
I wish people would . . .
I wish my family would . . .
I like people who . . .
I don't like people who . . .
I believe . . .
I value . . .
I make friends by . . .
My best friend . . .
My teacher . . .
I wish my teacher would . . .
The other students in this class . . .
Girls . . .
Boys . . .
People can get to me by . . .
Teasing people is . . .
When people tease me I . . .
When someone tells me they like me I . . .
People like me because . . .

People think I am . . .
I think I am . . .
Someone I'd like to get to know better is . . .
Something I do for my mother is . . .
Something I do for my father is . . .
I like it when somebody says to me . . .
I wish I had told . . .
I stop myself from talking in class by imagining that . . .
I resent . . . for . . .
I appreciate . . .
I demand . . .
I pretend to be . . . when I'm really . . .

Power

Something I do well is . . .
Something I'm getting better at is . . .
I can . . .
I am proud that I . . .
I get people's attention by . . .
I get my way by . . .
My greatest strength is . . .
I can help other people to . . .
I taught someone how to . . .
I need help on . . .
I'm learning to . . .
I feel big when . . .
I have the power to . . .
I was able to decide to . . .
When people try to boss me around, I . . .
I don't like people to help me with . . .
Something I can do by myself is . . .
People can't make me . . .
I got into trouble when I . . .
I get praise from others when I . . .
The most powerful person I know is . . .
People seem to respect me when I . . .
I want to be able to . . .
I want to be strong enough to . . .
A time when I was a leader was . . .
I'm not afraid to . . .
Something that I can do now that I couldn't do last year is . . .
When I want my parents to do something, I . . .
I have difficulty dealing with . . .
People who expect a lot from me make me feel . . .
I have accomplished . . .
If I want to, I can . . .
People who agree with me make me feel . . .
Strong independent people . . .
If I were the teacher I would . . .
I bet . . .
I feel like my mother/father when . . .
I do my best work when . . .

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My body is . . .
My face is . . .
I feel uncomfortable when . . .
The thing I'm afraid to talk about it . . .
I don't want to . . .
I am afraid to . . .
I wish I had the courage to . . .

These are just a few of the exercises that have been developed. All of them work. They have been used successfully in hundreds of classrooms with teachers reporting back tremendous differences in the tone of their classes as well as in the behavior of individual students. Try them, adopt them, invent new ones, and experience the joy of seeing your students grow to believe in themselves and their ability to achieve their individual goals.

TOTAL TRUTH/LOVE LETTER PROCESS

The Total Truth and Love Letter Process are conflict resolution tools for issues or upsets in the past or present. It is a format which gives each person permission to express all the emotions present in any upset, so that both parties feel complete.

The reason it is called the "total" truth, is because often when we are upset we do not communicate all our true feelings. We get stuck at the level of anger or the hurt, and rarely move to emotional "completion." Consequently it is often difficult, for us to feel close or at ease with the person following the confrontation.

The intention behind the Total Truth process is that all parties express their feelings so that they are free to re-experience the caring, closeness and cooperation that is our natural state. It is not intended to be a license to "dump" or discharge negative feelings towards another, but rather an opportunity to take responsibility for our emotions after having fully experienced and expressed them.

PURPOSE: To provide a format for resolving conflicts between students, student and teacher, and student and parents

BENEFITS TO THE TEACHER:

- o Resolves conflicts in the classroom
- o Develops clear communication
- o Promotes closeness between participants in the process

BENEFITS TO STUDENTS:

- o Allows full acceptance and expression of feelings
- o Resolves conflicts
- o Deepens relationships

INSTRUCTIONS:

Explain the six stages of the Total Truth Process. (See page 290) Use any example of an angry situation in your classroom, or make one up. Using the situation, illustrate each stage of communication.

1. The Love Letter Technique

Have students reflect on an event in their distant childhood when they were angry at a friend, sibling or parent. This event need not be a major incident -- the less dramatic the event the more likely students will participate fully.

Instruct them to write a Love Letter to the person involved in the past event for homework that evening. Having them write it at home gives them more permission to become emotionally involved. Direct them to write roughly equal portions of the letter expressing each of the feelings in the Total Truth Process.

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The next day, review the stages of the Love Letter technique, and have the students check to see that they have included each one in their Love Letter. Do not collect the letters.

Duplicate and hand out the explanation of the Total Truth Process and the Love Letter Technique (page 290). Discuss any next steps they may wish to take with their Love Letters. Remind them that the purpose of a Love Letter is to experience greater love, understanding and forgiveness, not to blame or judge the other person.

2. The Total Truth Process

When students are upset, request that they express each stage of the Total Truth verbally. Whoever is feeling the most upset should go first, and begin with the anger. Cue students as they come to each stage using open phrases such as:

(1) I'm angry that...
(2) It hurts me when...
(3) I was afraid that...
(4) I'm sorry that...
(5) I want you to...
(6) I forgive you for...
(7) I appreciate...
(8) I love you because...

This will keep the students focused on the stage they are communicating.

3. Clearing the Air

Use the Love Letter Technique or the Love Letter Process whenever there is a conflict between students, or when a student reacts emotionally towards you or your actions.

When using the Total Truth Process orally, there are two options. The first is to have each student complete all six stages before the other speaks. The second, which is more interactive, allows each student to take turns while in each stage. The advantage to the latter option is that both students will be moving through the process together, which can deepen their vulnerability.

When first introducing this way to "clear the air," students may prefer the Love Letter Technique over the Total Truth Process. As they become more comfortable with the format and with expressing their emotions, they may begin to opt for the Total Truth Process. As with any emotional activity it is necessary to monitor all parties closely, being sensitive to the effect on the class as a whole.

4. Guided Imagery and Love Letters

Throughout the semester, take time to guide the students through several guideded imagery procecces designed to complete past or present experiences. Ask them to write Love Letters following each guided imagery exercise. Writing will reinforce the format and value of this process.

Appendix I

Activities: Week 8

GROUP NAME POSTER

Objectives

To develop a sense of personal and group identity; to foster cooperation, respect and consideration for other's special qualities; to enhance creativity

Preparation and Materials Needed

1. Blank 8 1/2" X 11" paper, one per group
2. Colored pencils, markers, and crayons
3. Divide students into groups of 5 or 6.
4. Prior group discussion which alerts the students to the importance of:
   a. Paying close attention to each others' words and feelings.
   b. Treating one another with respect and consideration.

Background

A strong sense of belonging is a major key to positiive self-esteem. Children seek the approval of their friends, and are much more influenced by a remark from a peer than from an adult. By participating and practicing cooperation in this group task, each member will have the opportuniity to explore and discover a group identity, as well as her own uniqueness.

Procedure

Explain that the groups are going to be wordsmiths, who are people who invent new words. They will be making up a special word, a name for their group. This name will reflect a positive quality or trait of each person, and will be something greater and more powerful than each of our individual names.

Ask the students to take the first letter of each team member's first name and arrange the letters to create an imaginary word. It is fine to use a real word if that is possible. Have them print this imaginary word in large letters down the left-hand side of a blank piece of paper.

Then ask each student to decide on a positive personal quality or trait which starts with the letter they have given to the group's name. Have them share this quality with their group. Instruct them to help each other as needed.

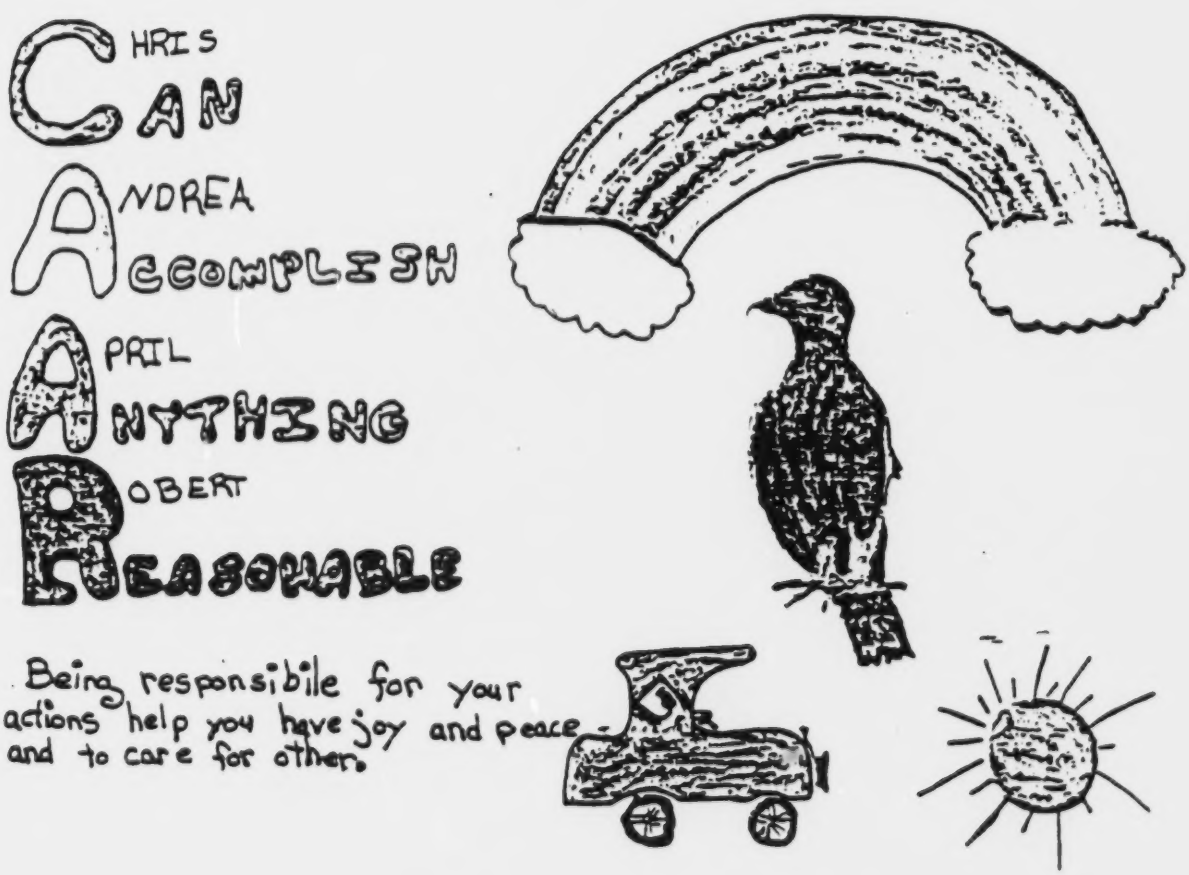
Next they are to write each member's positive quality next to the appropriate letter of the group word. Finally, have them color and decorate their group's creation cooperatively. Post their group name posters on a bulletin board.

Additional Activities

1. Instruct each group to write a definition of their imaginary word.

2. Have a class discussion of the students' personal qualities and any discoveries they have made about themselves.

3. Challenge the class to put the group words together to make a sentence or paragraph.



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SHARING TIME

Have each student find a partner and sit on chairs opposite each other. Ask them to decide who will be A and who will be B. Ask them to look into each others' eyes during the length of the exercise. Partner A will have one minute to answer each question while looking into partner B's eyes. Partner B is just to remain silent while holding eye contgact during Partner A's turn. Read the subjects and questions to the students.

After you go through all the questions with Partner A answering, have Partner B answer them while "A" remains silent and holds eye contact. Here are the questions. Give them one minute each to answer them:

1. Where is a place you like to go? What is it like?
2. Talk about a weekend you recently enjoyed.
3. What is something you do well?
4. Talk about something you fixed or repaired.
5. What are some nice things people have said about you?
6. Talk about an award you received, or would like to receive.
7. What do you do when you get angry?
8. Talk about how you take criticism.

A second set of questions that could be used on another occasion are:

1. Talk about a time you felt very good about yourself.
2. What is the most beautiful place you have ever seen?
3. Talk about something creative you did recently.
4. Talk about something compassionate you did recently.
5. Who is your hero? Why?
6. How do you feel about yourself?
7. What is the most exciting thing you have ever been involved in?
8. Talk about a place where you feel people really like you.

ADVERTISE YOURSELF

Tell the students to imagine they are feeling lonely and that they would like to have a new friend. Tell them that they will place an advertisement in the local newspaper describing the positive qualities that they have to offer. Upon finding out the cost of the advertisement, they realize they only have enough money to pay for 14 words. So each will begin their advertisement by writing, "I am ... " followed by 12 adjectives. For example, a student may write: "I am gentle, kind, generous, beautiful, compassionate, friendly, strong, joyful, considerate, reliable, loving, and a good worker." Read your example advertisement to the class.

After the students have finished, have them, one at a time, come up to the front of the room and read their advertisement to the class, after which everyone gives them a round of applause. (See "Class Applause," page 42.)

NEW AND GOOD

Have all the students sit in the circle and, one at a time, tell the rest of the class about something new and good which has happened to them in the last week. The idea is for the children to start to validate the good things which are happening to them. Perhaps they are little inconsequential things such as having a nice breakfast, receiving a smile or a welcome greeting which are easily overlooked and perhaps not appreciated.

The students may be surprised at all the new and good things that happen to them when they take the time to think about them. This is an exercise that can be repeated often.

NAME SINGING

Have all the children stand, shoulders touching, in a circle. Each student will take a turn to step into the middle of the circle and begin singing their own name over and over and over. After a few seconds when the child in the center has established his or her own tone and rhythm, all the children will then sing that students's name to him or her. Allow this to continue for a minute or two. It is important that the students in the circle match the tone and rhythm set by the student in the center of the circle.

After each student has been in the center and everyone has sung their name, have all of the students stand in the circle and each sing their own name at the same time, attempting to find harmony with the rest of the students. Do this for a few minutes.

Follow-up Discussion questions:

1. How did it feel to hear your name sung to you?
2. How did you experience the harmonies the class sang to you?
3. What did you notice about how the whole class sang their names in unison?
4. What is harmony?
5. What does harmony bring to group situations?
6. In what other areas can we promote harmony?

PERSONAL TIME LINE

The time line can serve as a substitute for, or a preliminary outline to, an autobiography. Begin with a discussion of the many different personal experiences that make up individual lives. Encourage students to recall significant events that influenced or affected their own lives -- experiences that, at the time, involved their feelings and attitudes about themselves. Then have the students record the events -- both positive and negative -- along either side of a vertical line which represents their individual life span from birth to the present.

Draw a horizontal line in the center of a piece of legal-sized paper (or any other long paper) in pencil or ink. The line should extend from about one inch above the bottom edge to two inches from the top -- allowing space for the title and the student's name.

Beginning at the left, with birth, work along the line to the present time. Strict chronology is not important. It may be necessary to stimulate the class' thinking by indicating some of the more common experiences, such as learning to talk and walk, starting school, childhood diseases, travel, special gifts, injuries, hospitalization, illnesses, getting glasses, Boy and Girl Scouts, Little League, losing pets, deaths of relatives, new brothers and sisters, etc.

Completed time lines could be placed in the students' journals or displayed with personal collages or self-portraits.

From the Handbook for the Human Relations Approach to Teaching.
Human Relations Education Center of the Buffalo Public Schools
James J. Foley, Director

* * * * * * * * * * * * * * * * *

Man's self-concept is enhanced when he takes responsibility for himself.

William C. Shutz
Here Comes Everybody

* * * * * * * * * * * * * * * * *

THE LIFE LINE

The Life Line is an outgrowth of the Personal Time Line. A long piece of heavy yarn or string represents each individual's life. One end is birth, the other death. Using 3 X 5 index cards and paper clips, students decorate the yarn with the important events of their past and project what they think will happen in the future.

The value of this activity lies with the opportunity to display and discuss each life line.

From the Handbook for the Human Relations Approach to Teaching, Human Relations Education Center of the Buffalo Public Schools, James J. Foley, Director

* * * * * * * * * * * * * * * *

For men and women are not only themselves; they are also the region in which they were born, the city apartment or farm in which they learned to walk, the games they played as children, the old wives' tales they overheard, the food they ate, the schools they attended, the sports they followed, the poems they read, and the God they believed in.

W. Somerset Maugham
The Razor's Edge

* * * * * * * * * * * * * * * *

Appendix J

Activities: Week 9

THE RADIANT STUDENT

In the book Mandala by Jose and Miriam Arguelles (Berkeley, CA: Shamballa Press, 1972), there are beautiful reproductions of full length pictures of the radiant man and radiant woman. Inspired by these paintings, we decided to create a process combining this drawing experience with several exercises we had learned (such as love, justice, strength, courage and joy) to help people discover what essential qualities are attempting to manifest through their personalities. We call this process "discovering your radiant self."

After completion of the life purpose visualization, we ask the students to help each other trace an outline of their body onto full-sized art utility sheets. We then asked them to close their eyes, and to imagine the quality or qualities the gift they receive in the Life Purpose Visualization represents in their life. Such qualities as joy, love, silence, harmony, energy, beauty and peace usually emerge. We then talk about qualities in general and then qualities in specific and what they mean to their own life experience. Next we list the qualities on the chalkboard. There are usually duplicates and similarities.

The first group of students we worked with commented that we all needed the qualities of each other and asked if we could explore all of the group's qualities. We have continued to work with all the qualities the results from the whole group. The students then decide the parts of the body that each quality seems to correlate with most, e.g., love in the heart, serenity in the head, strength in the legs, courage in the abdomen. Usually there are about eight to ten qualities.

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THE LIFE PURPOSE FANTASY

"What is my purpose in life?"
"Your purpose is to bring happiness, my son."

"I feel I am here because I am loved and wanted - here to share the love and warmth which I give out."

- Two seventh grade boys

Basic to the radiant body experience is something we call "The Life Purpose Fantasy," which will be explained in a moment. First, let us stress the importance of not walking into your classroom and springing these activities on your students without any preparation. You must first create an environment of increased trust and mutual support among the students. This exercise should be initiated late in the first semester. At this point we usually introduce a few guided visualizations. The following visualization is an example:

GOOD BOY/BAD BOY KINESIOLOGY DEMONSTRATION

Purpose

To demonstrate to students the power of their minds over their feelings and their bodies; to show experientially that by changing what they think or imagine about themselves and others, they can alter their internal and physiological experience; to stress the importance of positive thinking.

Background

Kinesiology is a form of muscle testing which chiropractors and other health professionals employ for diagnostic purposes. The technique is also useful in exploring the relationship of thoughts to physiological strength. When we think negative thoughts about ourselves or talk to ourselves in negative ways, we weaken the body's physiology. Negative thinking does, indeed, have a negative effect upon how we feel and our ability to perform. Similarly, negative images of the past or the future also produce a negative effect. The following exercise dramatically demonstrates just how powerful these negative thoughts can be.

Anecdotal Material

Research shows that people who are peak performers in all walks of life, people whom we normally consider "winners," such as olympic athletes, bank presidents, and successful business people tend to focus on their past successes. People we'd call "losers" tend to focus only on their past failures.

One of the key points we will continually reinforce is the importance of acknowledging and focusing on our successes rather than our failures.

The president of the Levi Strauss Company, Peter Thigpen, keeps a "victory log" on his desk. Every time he has a small or large victory he writes it down in this notebook. When he is about to do something that might be scary, he reads through his log of past accomplishments. This brings forward images of past successes rather than failures, and empowers him to take more risks while feeling good about himself. Peter Thigpen is a very successful person. You've heard of Levi jeans, haven't you?

Procedure

Demonstration with Volunteer

Ask for a volunteer to come up to the front of the room. Tell the student the following:

> "We are going to be working with something called "muscle testing" to see how strong you are, and to see how certain thoughts and words affect our strength. Before we begin, do you have any problems with your shoulders or arms, such as tennis elbow, or any recent injuries? No? Great. Now what

> I'd ask like you to do is extend your right arm straight out in front of you at shoulder level, parallel to the floor.
>
> "Make a fist, and now rotate your fist so that your thumb is pointing down. We're going to test the muscles in your back to see how strong you are at this point."

Place two fingers on the small bone which protrudes upward on the outside of his wrist.

> "What I'm going to do is to take my first two fingers and press down on your wrist bone. You resist my downward motion. Ready? Resist."

Push slowly, increasing the pressure until his arm begins to move.

> "Good. You're strong! This is is called his "base strength." We'll be using this base strength measurement to compare all other tests. Okay, (volunteer), what I'd like you to do is to lower your arm, close your eyes, and say outloud with great force and conviction, "I'm a bad boy (girl)" about eight times. The reason you are saying this will become clear shortly."*

After he has said "I am a bad boy (girl)" about eight or ten times:

> "Raise your arm again, make a fist, point your thumb down and continue saying "I am a bad boy (girl)" while I push down on your wrist. Ready? Resist.

Ninety-nine percent of the time, the arm will be dramatically weaker than during the base strength test, and the student will feel unable to resist your downward pressure.

At this point, ask the volunteer to share with the class what his experience was the second time. The usual response is, "I was much weaker and couldn't resist."

> "Don't sit down yet, because there's a second step to this exercise. Once again, close your eyes. This time say out loud with great force and conviction, "I am a good boy (girl)." Keep saying this over and over, about eight to ten times, keeping your his eyes closed. When I think you're ready, I'll ask you to raise your arm and we'll test you again."

---

* If you are working with high school or college-aged students, you may wish to say at this point:

> "I know you are a young man (woman), but I'm going to ask you to say the word 'boy' ('girl') in order to access your child self."

Once again, with two fingers on the small wrist bone, apply increasing pressure. Again, in ninety-nine percent of the cases the volunteer will be at least as strong as he was at the beginning of the test, if not stronger. Ask the student to share his impressions with the class. Most report a significant increase in feelings of strength and/or sense of well-being.

Now turn to the class and say the following:

> "What we have demonstrated here is the power of our thoughts over our bodies. When we say negative things to ourselves or to others about ourselves, we tend to weaken our bodies. When we think or say positive thoughts to ourselves, we tend to feel stronger. No one knows why this is true -- just that it is. It makes sense, then, to notice our internal dialogue and begin to say only positive things to ourselves about ourselves.
>
> "I'd like to take this a step further and demonstrate how this works in terms of the pictures we imagine in our minds."

Say the following to the volunteer:

> "Close your eyes and think of a time in the past when you had a 'failure experience,' a time when you set a goal or tried to do something which didn't work out -- a time when you felt you failed to achieve your chosen goal. You will not be sharing this with the class aloud, so be as honest with yourself as possible... As soon as you have such an event vividly imagined in your head so you can feel, hear, and see what it was like, nod once."

Pause until she nods.

> "Now raise your arm to shoulder level and make a fist with your thumb pointing down."

Reach out and push down with your two fingers on the wrist bone. Once again you will find that the arm is weak.

> "Lower your arm and, with your eyes still closed, remember a time when you had a 'success experience,' a time when you achieved something that was important to you, a time when you set a goal and accomplished it, perhaps even felt proud. Let me know when you are there by nodding your head again."

Pause.

> "Keeping this positive experience clearly in your imagination, raise your arm to shoulder level, and again make a fist with your thumb pointing down. I'm going to press down. Resist"

Press down on the wrist. In almost all cases the arm will be strong again, perhaps even stronger than the first time. Ask the student to lower her

arm and, when she is ready, describe her experience. Turn to the class again and say:

> "It's not only the thoughts we think but the images and the memories that we choose to focus on in our mind, which either weaken or strengthen us.
>
> "Finally, (volunteer), what is your least favorite subject in school?... Okay, what I want you to say outloud eight or ten times is, 'I hate (subject)! I hate (subject)!' Then I'm going to test your arm again."

The students' arm will once again be weak.

> "Now, I know this isn't true, but what I want you to say for the sake of the experiment is, 'I love (subject)! I love (subject)!' eight to ten times. Then I'm going to test your arm again."

In almost every case when the student says, "I love (subject)" the arm is much stronger, and when they say, "I hate (subject)" the arm weakens again. Now turn to the class and say:

> "You see whenever you are in a state where you hate something, you weaken yourself. If you are feeling and saying to yourself, "I love _____," you strengthen yourself. So when you are doing your math homework and you are thinking, "I hate math," you are really weakening your ability to be effective in math. If you say, "I love math," even though it might not feel true at the time, you are not only strengthening your ability to do math, but also drawing from your subconscious mind the resources necessary to be more effective. When you say you hate another person, you also weaken yourself. When you say, "I love or I like _____, you strengthen yourself.
>
> "You see, the essence of who you are is love. When you deny that essence -- even a little -- you tend to weaken your body, which will affect your thinking, too. So, for the rest of this class we are going to monitor ourselves and focus on speaking only those things which are positive — not that we will deny that we have angry feelings or dislikes, but we will consciously <u>choose</u> to focus on the positive in ourselves and in each other. In this way we not only strengthen ourselves, but create a more harmonious and loving environment in which to grow."

Answer any questions the class may have. Then ask the class to acknowledge the volunteer by giving him a warm round of applause. Thank the student for being courageous enough to come to the front of the room to participate. Acknowledge his contribution to the whole class.

(NOTE: When the student is receiving applause, monitor to make sure he is letting it in. See that they are making eye contact with the class, and breathing deeply, rather than looking shyly at the floor.

Class Participation

Ask all the class to find a partner, approximately the same height and size they are, and to spread out throughout the room. Have them decide who will be the Experimenter and who will be the Volunteer for the first round of testing. Tell them that they will be switching roles after the Volunteer goes through the entire set of tests.

Direct them to conduct the same experiment with each other that you just demonstrated in front of the room. Give the volunteers and experimenters the following reminders and instructions:

Instructions to Volunteers

1) Place your arm straight in front of you at shoulder height, parallel to the floor.

2) Make a fist and rotate it so that your thumb is pointing down.

3) Do not raise your shoulder while the Experimenter presses down, as this will defeat the test.

4) Keep your eyes closed during the experience and say the lines with as much conviction as is possible.

Instructions to Experimenters

1) Place your hand on the outside wrist bone of the Volunteer.

2) Push gently at first, and then increase the pressure slowly until you achieve some kind of movement in the Volunteer's arm.

3) Don't jerk their arm down quickly in an attempt to overpower the other person. This will not work and runs the risk of straining muscles.

Sequence of Directions for Testing

1A) "I am a good girl (boy)."
1B) "I am a bad girl (boy)."

2A) Failure experience
2B) Success experience

3A) "I hate (subject)."
3B) "I love (subject)."

Following the testing, ask how many found that they did in fact get weaker when they said negative things about themselves and others. With those that did not, check to see if you can detect a change in their strength.

There is a minority of people who will not experience much change. If this arises, just acknowledge it. If someone asks what this means, explain that while the experiment might not have the same effect on certain people, focusing on saying and imagining positive thoughts about yourself will at least make you feel better; and will at best empower you to take risks and to grow.

Additional Activities

1. Ask students to make a list at the end of each day of all the academic, social/interpersonal, athletic and domestic successes they enjoyed. Have them list these successes in their journals, and circle the ones which they feel are the most enjoyable or significant.

2. Ask students to make their own "Victory Log" out of a pocket spiral notebook, and have them keep it with them so that they may write down their successes as they occur. Ask them to commit to keeping the log for at least two weeks. Challenge them to maintain the log for the entire quarter or semester.

RELAXING AND ENERGIZING: A DISCOGRAPHY

This is a very partial listing of some recordings which we have found very useful in helping relax and/or energize people. Just because they have worked for us and the groups we have been with doesn't guarantee they'll work with any group. Try some; experiment!

Use music as background (played very low at the lower limit of audibility) when appropriate (to block out distracting noises from the hallway). Play it somewhat louder for use in facilitating small group discussions. The music will help "isolate" groups so they can pay attention to each other and not be distracted by other groups.

Use music as the focus for certain activities (relaxation, movement, imagination exercises) or use it as a theme-setter (to welcome students into your room; to enhance a poem).

Keith Jarrett, Koln Concert, POLYDOR (ECM 1064-65)
Jarrett, Arbour Zena, POLYDOR (ECM 1070)
Rampal/Laskline, Music for Flute and Harp, ODYSSEY (Y33520)
Rampal/Laskine, Sakura, Japanese Music for Flute and Harp, COLUMBIA (M34568)
Menuhin/Rampal/Shankar, Improvisation: East Meets West Vol.III ANGEL (SF037200)
Paul Horn, Inside, EPIC (BXN25466)
James Galway, Song of the Seashore and Other Melodies of Japan, RCA (ARL1-3534)
Minata, Shakuhachi: The Japanese Flute, NONESUCH (H-72076)
Brian Eno, Ambient #1: Music for Airports, PVC (7908)
A group called the Cambridge Buskers, A Little Street Music, (DG2536414)
This is very light-hearted and energizing and highly recommended!
Frederick Hand, Baroque and on the Street, (CBS Record FM36687)

The following selections are available on cassette or disk from the Musical Heritage Society by mail. Their recordings are excellent in quality and are very reasonably priced. Their address is 14 Park Road, Tinton Falls, NJ 07724.

Zaczek, Bach Suite in G Major, (MHS890)
Rampal, Bach Suite #2 in B Minor, (MHS3838)
Caceres, Masters of the Lute and Guitar, (MHS1055)
Hendel, Mozart: Serenade No. 7 in D Major, (MHS756)
Rampal, Vivaldi: II Pastore Fido, (MHS987)
Pachelbel: Canon in D, (MHS2060)
Carol Thompson, Irish Harp Music, (MHS9021H)

The following records are available from Syntonic Research, 175 Fifth Avenue, New York, NY 10010 and were 9.95 at this writing.

Environments Disc #1 Ultimate Seashore
Environments Disc #2 Dawn in the Forest at New Hope, PA
Environments Disc #5 Wind in the Trees
Environments Disc #7 Meditation Environments

Appendix K

Activities: Week 10

CREATE YOUR DAY MIRROR EXERCISE

Purpose

To give students the experience of mastery over their daily lives; to empower them as responsible creators, who manifest by their power of declaration positive internal and external experiences

Background

Students live their daily lives as if they have little control over what happens to them. This point of view disempowers them, and encourages them to blame external events and others for their lack of successes.

This simple exercise is based on the notion that we are responsible creators who have the power -- just by our will -- to control and direct the course of our daily lives. Whether or not this precept is entirely true is not as important as the empowerment it offers to students.

Procedure

Say the following to the students:

"Every morning when you first get up, I want you to stand in front of the mirror, look yourself in the eye and say, 'Good morning, I love you. This is going to be a great day.' Then outline exactly how you would like the day to go:

- I'm going to have a great day today.
- I'm going to hand in my history homework on time.
- I'm going to get an A on my spelling test.
- I'm going to eat lunch with someone I really want to sit with.
- I'm going to get picked to play on the baseball team during recess.
- When I come home from school my Mom is going welcome me home with love and joy and support.
- Mom is going to tell me it's okay to have some cookies and milk and she's going to help me with my homework.
- After I do my homework I'm going to watch my favorite show on TV.
- When I go to bed I'm going to have great dreams.

"I want you to declare every part of your day just the way you want it to be. When you're finished, I want you to look yourself in the eye in the mirror and say, 'By the way, I really love you.'"

With older students this exercise can be done as a closed eye process or concentration exercise, either at the beginning of the day or the beginning of their first class. Students should be instructed to close their eyes and visualize the day unfolding the way they want it to be, seeing every detail, seeing themselves doing well and relating well in all aspects of their school work and their home life.

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Additional Activities

1. Ask the students to commit to doing this exercise for an extended period of time such as two months, a quarter or a semester.

2. To support them in keeping their commitment, have them write about their experiences in their journal, or share their declaration of the day with their buddies as the first class activity.

"WHO I AM MAKES A DIFFERENCE" BLUE RIBBON CEREMONY

This ceremony is a way of rewarding students and others for being special people, just being who they are. The blue ribbon can be awarded by the teacher on a weekly (or even daily) basis. It is also an exercise that may be shared with students to encourage them to recognize those in their lives who contribute to them.

PURPOSE: To give recognition to those who make a difference in our lives

BENEFITS TO THE TEACHER:

- o Promotes a positive atmosphere in the classroom
- o Encourages students to participate with others

BENEFITS TO STUDENTS:

- o Rewards positive behaviors
- o Positive reinforcement for being who they are

PREPARATION AND MATERIALS:

Three "Who I Am Makes a Difference" ribbons per student. Order them from: Difference Makers, P. O. Box 112415, San Diego, CA 92111-0220. Phone: (619) 275-3030, ext. 385. Send $25.00 for every 100 ribbons. See order form below.

PROCEDURE:

Explain to students that the "Who I Am Makes a Difference" ribbon is an award for being special, for just being who they are. Tell students that the ribbon is given for making a difference in the classroom or in someone's life. As an example, choose a student once a week to receive the ribbon. Award the ribbon to the student by the following procedure:

1. Hold the "Who I Am Makes a Differnce" ribbon in both hands, between thumb and forefinger, at shoulder height, the print facing the person.

2. Look directly into the person's eyes and say:

   (Name of the person being honored), I am on an International Championship Team known as PARTNERS IN EXCELLENCE, Great People Honoring Great People. I want to honor you with this ribbon that says "Who I Am Makes a Difference" because you make a difference to me.

   Sincerely tell them how they make a difference to you. (Examples: "Margaret, I really enjoy your smile" or "John, you did a great

job on that report.")

3. Ask "Would you accept this gift?"

4. Ask permission to put it on the persor.

5. Tell the person that when he sees this ribbon, he will know that "One Great Person Just Honored Another Great Person." Say this proudly and with feeling.

6. Give the person an extra ribbon so he may award it to someone else.

7. Tell the person: "The ribbon is magic. You will automatically think great thoughts about yourself, all other people, and especially me, the person who gave me the ribbon."

8. Shake the person's hand, or give them a hug and a smile.

Note: On rare exceptions, someone may not want to accept your gift. Know that your recognition was appreciated but they might find it uncomfortable to accept acknowledgement. Over time, they will.

Some people may prefer to put their ribbons on their mirrors, telephones, or refrigerators. The ribbon does not stick on wool.

FOR STUDENTS:

On Monday, distribute two ribbons (one to give, one for the person to give) to each student each week. Give students a copy of the award procedure. Instruct students to award their ribbons that week, no later than Thursday. On Friday, have students share with the class to whom they awarded the ribbons and why.

Mail to:
DIFFERENCE MAKERS, Inc.
P.O. Box 112415
San Diego, CA 92111-0220
(619) 275-3030, Ext. 385
A NON-PROFIT ORGANIZATION

☐ $15.00 contribution purchases your T-shirt and sponsors a shirt for one child
☐ $25.00 purchases one bag of 100 "Who I Am Makes A Difference" Ribbons
☐ $ _____ Other Contribution

CLIP & MAIL OR CALL IN ORDER TODAY

CHECK BOX FOR T-SHIRT SIZE:
☐ CHILD ☐ MEDIUM ☐ LARGE ☐ ADULT ☐ SMALL ☐ MEDIUM ☐ LARGE

NAME _____ ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ # OF SHIRTS _____ ENCLOSED $ _____

THE POSITIVE POSTER GAME

Objectives

To assist students in acknowledging their strengths; to encourage them to publicly affirm that they like themselves

Preparation

1. A large sheet of paper or white poster board for each student.

2. A box of crayons or colored markers for each student.

Procedure

If possible, have the students sit in a circle. Give everyone a large sheet of paper or poster board and have them draw their name in large letters in the middle of the sheet. Then ask the students to write down all the things they like about themselves around their name, using different colors for each thing. Give some encouragement to children who have a negative self-image, suggesting positive attributes you have noticed.

Then have everyone pass their posters to the person on their left. That student will now write something they like or some positive quality they see in the person whose poster they now have. Continue this process until the posters have gone all the way around the circle and back to their original owners with something good or positive written by every student in the class.

Pin the posters around the room. Each day have one child take her poster, stand in front of the class and say, "I am..." (and read all the good things said about them by the other children). Instruct the class to give the student a round of applause when he or she is finished. (See Class Applause on page 42.)

APPRECIATION CIRCLES

Objectives

To give each child a sense of other's esteem for their special qualities; to develop a friendly atmosphere in the classrroom

Preparation and Materials

Set aside at least fifteen minutes the first time, depending upon class size. As the students become more familiar with the format it may take less time.

Procedure

Ideally, hold an appreciation circle each week and include yourself. If possible, have everyone sit or stand in a circle so that everyone can see each other.

Beginning with one student, have that person turn to the student on his left and say: "What I appreciate about you is _____." For example:

> "What I appreciate about you is the way you are always happy and smiling."
>
> "What I appreciate about you is the way you shared your markers with me today."
>
> "What I appreciate about you is that when I was out sick, you called and told me all about the funny things the teacher said in class that day. It made me laugh and feel better."

The receiving student then repeats it back: "You appreciate my (happiness and smiling)."

Then the student who has just received and acknowledged the appreciation now turns to the student on his or her left and does the same. Keep going around the circle until everyone has given, received, and acknowledged an appreciation. The first time around shy children may need some coaxing.

For variety, change the emphasis each week. For example:

"What I admire about you is _____."
"What I like about you is _____."
"What I enjoy about you is _____."
"What I respect about you is _____."

After an Appreciation Circle have the students share what it felt like to give and to receive appreciation in this manner. Encourage them to appreciate their family and friends at home, too.

ASKING FOR ACKNOWLEDGMENT

Objectives

To encourage students to ask for recognition and acknowledgment; to heal old resentments and hurts, which stem from a lack of acknowledgment from significant others in the students' lives; to give students permission to request acknowledgement from teachers and other adults

Background

Acknowledgement is a vital component to completing tasks and goals. Without recognition for our achievements, we often do not feel ready to move on to other challenges.

Students want acknowledgement from parents, teachers, siblings and peers for their special qualities, unique gifts, positive behaviors, personal contributions and accomplished goals. Until they learn how to ask for acknowledgement, they will never feel fulfilled or complete with significant others in their lives.

The following exercise is designed to give students a structure in which they can ask for and receive the kind of nurturing acknowledgement that fuels their self-concept and self-esteem.

Procedure

Explain to the class the value of acknowledgement. Ask them to close their eyes and to look inside for at least three people from whom they would like acknowledgement. For example:

Parents
Siblings
Other relatives
Friends
Music or dance instructors
Scout leaders
Teachers past or present
Coaches

Give them about two minutes to look inside for three people from whom they would like acknowledgment.

Say the following:

"What I'd like you to do is to find a partner, and then to stand facing them in the center of the room...(Pause)... Raise your hand if you do not have a partner, and keep it up until you find one...(Pause)...

"Okay, if I could have your attention, please. This Acknowledgment Exercise works like this: You will ask your partner to pretend to be your mom, or your coach, or whoever it is from whom you want

acknowledgment. If I were doing this with Katie it would sound like this:

> "'Katie, I want you to be my dad, and I want you to acknowledge me for all the time I took off work last month to be with you when you were sick. I want you to tell me that you appreciate how many times I came over to your house and cleaned it for you, and that I went grocery shopping and cooked your favorite foods so that you would get better faster.'

"Then Katie would acknowledge me as if she were my dad. She'd start by saying, Ms. Wilson, as your dad I'd like to acknowledge you for' and then say as much of what I said back to me. Katie, are you willing to demonstrate that now? ('Yes.') Good. Go ahead and start with 'Ms. Wilson, as your dad...'

> 'Ms. Wilson, as your dad, I'd like to acknowledge you for all the time you spent with me when I was sick. You took off time from work, and you came over and cleaned my house when I couldn't. You even went shopping for me and cooked me my favorite foods. That was really nice of you, and I appreciate it a lot.'

"That was great, Katie! At this point, I would ask Katie to say anything she forgot to include. And if I remembered something else I wanted my dad to acknowledged me for, I would ask her to do that until I felt complete. The important thing when asking for acknowledgment is to give the other person some specific data with which to work. The more specific you are, the more complete they can be in acknowledging you.

"When I feel complete, it becomes Katie's turn to ask for acknowledgment from someone in her life. When both of us have asked for and received one acknowledgment, we turn away from each other and raise our hands in the air. We look for someone else with a raised hand, and then do this process again, this time with someone else in our lives from whom we would like acknowledgment. Do this with three people. When you have completed with three people, take a seat. Any questions?

"For many of you this will be a very tender, sensitive experience, one that will assist you to let go of old hurts. You may feel tearful and sad one minute, and joyous and free the next. Just give yourself permission to feel whatever you feel. Ready? Begin."

Following this process, be sure to take sharing. This can be a magical experience for children and adults alike, and we suggest that you invite any adults in the classroom to take part, too.

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"I AM THE MOST"

The "I am the most..." exercise works well in the beginning stages of a group, but can be used as a fun activity or as a filler at any time.

PURPOSE: To identify the uniqueness of every group member
To publicly affirm each group member

BENEFITS TO THE TEACHER:

- Creates a positive atmosphere in the group
- Promotes group cooperation and productivity

BENEFITS TO THE STUDENTS:

- Allows students to get to know each other before working together

PROCEDURE:

Ask the class to spend five to ten minutes studying the characteristics of the entire group. Ask them to identify superlative adjectives which describe each individual in relation to the others. Give some examples of possible choices: shortest, curliest hair, strongest, etc.

Each group member, including the teacher, silently chooses one adjective for herself. When eveyone has made their choice, each tells her adjective, explains why or how the choice was made and receives feedback from others as to the accuracy of this self-perception.

Questions for discussion:

1. Did your perception of yourself match with the other members of the group?
2. How did yoy feel sharing your self-perception?
3. How did it feel to receive feedback from the other group members?
4. Was it difficult to think of a superlative for each member of your group?

OPTIONS:

Instead of having group members share self-perceptions, have the class focus on each individual for a few minutes. This would be a "You are the most..." activity. Use this variation if the group is in its initial stage or if many individuals in the group are too shy to make an "I am the most..." statement.

"I AM RESPONSIBLE" GAME

This is a companion exercise to the "I CAN" Card (see page 166). One possibility is to use "I CAN" first semester, and this exercise second.

Objectives

To develop the awareness that each of us is totally responsible for our lives; to practice being responsible.

Preparation and Materials Needed

One 5" x 7" card for each student printed on two sides with:

(Side 1) I AM RESPONSIBLE FOR MY ACTIONS

(Side 2) MY ACTIONS HAVE CONSEQUENCES

Background

One of the major components of a happy, successful life is accepting responsibility for creating that life. This concept is the complete opposite of what most students demonstrate. Statements such as, "It's not my fault!" "S/he made me do it," or "You gave me a bad grade," rather than "I earned that grade" are all too common in the classroom.

In The Psychology of Achievement, Brian Tracy asserts that we are 100% responsible for our lives, and that the acceptance of total responsibility without excuse and without equivocation is one of the hallmarks of peak performers and high achievers. He further states that every single research study on high achievers has found two qualities which are the foundation of their performance: high levels of self-esteem or self-liking; high levels of personal responsibility for their life's circumstances.

This dichotomy between students' lack of responsibility and the experts' emphasis on the importance of this behavior implies a serious educational gap. If students do not learn responsibility, they will continue to set themselves up for failure, or at best, mediocre performance.

The best way to learn responsibility is by practicing being responsible. The easiest and simplest form of this is to practice taking care of something. The "I Am Responsible" Game gives students an opportunity to experience responsiblity and the relationship between actions and consequences for an extended period of time.

When students first receive the card they may flip it from side to side, contemplating its meaning. It is easy to generate deep class discussions from their initial curiosity, and to continue these discussions throughout the course of the game.

Procedure

Hand out the two-sided "I Am Responsible" cards.

Ask the students: "How many of you could be responsible for this card and keep it safe for one quarter of the school year? Raise your hands. (Demonstrate by raising your own hand.) Keep your hand up if you think you could not lose it or deface it, and if you think you could bring it to school each day and put it neatly on your desk."

Count the few hands. Then add: "What if you were to receive an 'A' for successfully completing this task?"

A few more students will raise their hands. Continue with: "How about if I said that your life depended on whether or not you completed this task successfully?" Most hands go up with a lot of energy, grumbling, and statements such as, "That's not fair!" Use this energy as the catalyst for a lively discussion about commitment and the concept of "I will" versus "I will not."

Tell the students that for the next quarter (semester, month, week) each of them will be playing the "I Am Responsible" game. In this game there are four rules:

Rules for the I am responsible game:

1. Bring your "I Am Responsible" card to class each day.
2. Put it neatly on your desk.
3. Keep it in good shape.
4. Keep it safe for the entire quarter (semester, month, week).

Additional Activities

1. Each day acknowledge those students who have their cards.

2. Discussion how they feel about practicing being responsible.

3. Discuss how this game relates to being responsible at home, school.

4. Discuss what skills they are practicing and how these skills will benefit them when they get a job.

5. Have them create posters which illustrate the theme, "If it is going to be it is up to me!"

I Am Responsible For My Actions

My Actions Have Consequences

Appendix L

Student Questionnaire on Teacher Methods

Appendix

THE FOLLOWING SENTENCES TALK ABOUT THE WAYS YOUR TEACHERS CAN BE TOWARD THEIR STUDENTS. PLEASE READ EACH SENTENCE. IF YOU THINK THE SENTENCE TALKS ABOUT SOMETHING THAT IS IMPORTANT TO YOU, PLEASE CIRCLE "IMPORTANT". IF YOU FEEL THAT THE SENTENCE TALKS ABOUT SOMETHING THAT IS VERY IMPORTANT TO YOU, CIRCLE "VERY IMPORTANT". IF YOU FEEL THAT THE SENTENCE TALKS ABOUT SOMETHING THAT IS NOT IMPORTANT TO YOU, PLEASE CIRCLE "NOT IMPORTANT". THERE ARE NO RIGHT OR WRONG ANSWERS. THE IMPORTANT THING IS TO WRITE THE ANSWER THAT IS RIGHT FOR YOU.

1. HOW IMPORTANT IS IT THAT TEACHERS SAY GOOD THINGS ABOUT WORK YOU HAVE DONE?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
2. HOW IMPORTANT IS IT THAT TEACHERS ARE NICE TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
3. HOW IMPORTANT IS IT THAT TEACHERS LOOK HAPPY TO SEE YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
4. HOW IMPORTANT IS IT THAT TEACHERS HELP YOU LEARN TO WORK WITH OTHERS?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
5. HOW IMPORTANT IS IT THAT TEACHERS HELP YOU TO FEEL GOOD ABOUT YOURSELF?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
6. HOW IMPORTANT IS IT THAT TEACHERS LISTEN TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
7. HOW IMPORTANT IS IT THAT TEACHERS LET YOU HELP MAKE SOME OF THE RULES IN THE CLASSROOM?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
8. HOW IMPORTANT IS IT THAT TEACHERS SOMETIMES TELL YOU ABOUT THINGS THEY LIKE AND DO?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
9. HOW IMPORTANT IS IT THAT TEACHERS REMEMBER SPECIAL THINGS ABOUT YOU, LIKE YOUR NAME, YOUR BIRTHDAY, OR YOUR HOBBIES?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)

TURN TO NEXT PAGE

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- 2 -

10.	HOW IMPORTANT IS IT THAT TEACHERS UNDERSTAND HOW YOU FEEL?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
11.	HOW IMPORTANT IS IT THAT TEACHERS TAKE TIME TO EXPLAIN THINGS TO YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
12.	HOW IMPORTANT IS IT THAT TEACHERS PUT YOUR WORK UP ON DISPLAY?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
13.	HOW IMPORTANT IS IT THAT TEACHERS SHOW INTEREST IN THINGS YOU DO OUTSIDE THE CLASSROOM?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
14.	HOW IMPORTANT IS IT THAT TEACHERS GIVE YOU WORK THAT YOU CAN DO WELL?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)
15.	HOW IMPORTANT IS IT THAT TEACHERS TRUST YOU?	NOT IMPORTANT (1)	IMPORTANT (2)	VERY IMPORTANT (3)

16. OTHER THINGS THAT MY TEACHERS DO THAT ARE IMPORTANT TO ME.

- 3 -

THE FOLLOWING SENTENCES TALK ABOUT THINGS THAT YOUR TEACHERS DO IN THEIR CLASSROOMS. PLEASE READ EACH SENTENCE. IF YOU THINK YOUR TEACHERS DO THIS ENOUGH FOR YOU, CIRCLE "ENOUGH". IF YOU THINK THEY DO NOT DO IT ENOUGH, CIRCLE "NOT ENOUGH", OR IF YOU THINK THEY DO IT TOO MUCH FOR YOU, CIRCLE "TOO MUCH". THERE ARE NO RIGHT OR WRONG ANSWERS. THE IMPORTANT THING IS TO ANSWER THE WAY YOU FEEL INSIDE.

1.	TEACHERS SAY GOOD THINGS ABOUT WORK I HAVE DONE	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
2.	TEACHERS ARE NICE TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
3.	TEACHERS LOOK HAPPY TO SEE ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
4.	TEACHERS HELP ME LEARN TO WORK WITH OTHERS	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
5.	TEACHERS HELP ME TO FEEL GOOD ABOUT MYSELF	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
6.	TEACHERS LISTEN TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
7.	TEACHERS LET ME HELP MAKE SOME OF THE RULES IN THE CLASSROOM	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
8.	TEACHERS SOMETIMES TELL ME ABOUT THINGS THEY LIKE AND DO	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
9.	TEACHERS REMEMBER SPECIAL THINGS ABOUT ME, LIKE MY NAME, MY BIRTHDAY, OR MY HOBBIES	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
10.	TEACHERS UNDERSTAND HOW I FEEL	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)

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- 4 -

11. TEACHERS TAKE TIME TO EXPLAIN THINGS TO ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
12. *TEACHERS PUT MY WORK UP ON DISPLAY	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
13. TEACHERS SHOW INTEREST IN THINGS I DO OUTSIDE THE CLASSROOM	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
14. TEACHERS GIVE ME WORK THAT I CAN DO WELL	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)
15. TEACHERS TRUST ME	NOT ENOUGH (1)	ENOUGH (2)	TOO MUCH (3)

THANK YOU FOR DOING
THIS QUESTIONNAIRE

Appendix M

Demos Dropout Scale

THE DEMOS D SCALE

By

George D. Demos, Ph.D.
California State College at Long Beach

Published by
WPS WESTERN PSYCHOLOGICAL SERVICES
Publishers and Distributors
12031 Wilshire Boulevard
Los Angeles, California 90025

WHY YOU ARE DOING THIS. To find out more about yourself so you can do those things which are important to you.

WHAT YOU ARE TO DO:

1. Please fill the spaces below with your name, date, address, age, date of birth, your sex, grade in school, name of school.

Name		Date
Address		
Age	Date of Birth	Sex
Grade in School	Name of School	

2. In this booklet are 29 statements. Under each statement are five answers.

   Choose the one answer you agree with most. Then draw a circle around that answer.
   Then go on to the next statement. Do this until you finish the booklet. You will have time to finish the booklet.

3. Please turn the page and begin.

Do Not Write Below This Line

DDS PROFILE

Clinical Probabilities

BASIC AREA SCORES	DDS TOTAL SCORE	Little	Some	Even	Strong	Very Strong
		5 in 100	25 in 100	50 in 100	70 in 100	90 in 100
		29	30 39	40 79	80 89	90 148
T		10	11 15	16 25	26 35	36 50
E		9	10 15	16 25	26 35	36 45
P		5	6 10	11 15	16 20	21 25
S		5	6 10	11 15	16 20	21 25

REMARKS:

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W-83A

3 4 5 6 7 8 9

	B-1	W-5	C-2	S-4	G-3	T-2	H-4	M-1	R-5

T	1.	TEACHERS UNDERSTAND THE PROBLEMS OF STUDENTS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
E	2.	FINISHING THE EIGHTH GRADE (OR ELEMENTARY SCHOOL) SHOULD BE DONE BY: Nearly everyone / Most people / Some people / Few people / No one
P	3.	IT IS GOOD FOR FRIENDS TO HELP ONE MAKE UP HIS (OR HER) MIND: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
P	4.	IT IS GOOD FOR PARENTS TO PUT PRESSURE ON THEIR CHILDREN TO GET AS MUCH EDUCATION AS POSSIBLE: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
T	5.	TEACHERS CARE ABOUT THEIR STUDENTS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
E	6.	IT IS NECESSARY FOR ONE TO HAVE A HIGH SCHOOL EDUCATION: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
S	7.	IT IS WORTHWHILE TO TAKE PART IN SCHOOL ACTIVITIES: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
T	8.	TEACHERS ARE TOO HARD WHEN THEY PUNISH STUDENTS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never
E	9.	IT IS IMPORTANT TO EARN GOOD GRADES IN SCHOOL: Nearly always / Most of the time / Sometimes / Very few times / Nearly never

		B-1	W-5	C-2	S-4	G-3	T-2	H-4	M-1	R-5
E	10.	IT IS WORTHWHILE TO DROP OUT OF SCHOOL AND GET A JOB: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
E	11.	SCHOOL SUBJECTS ARE VERY USEFUL: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
E	12.	SCHOOL SUBJECTS ARE VERY INTERESTING: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
E	13.	IT IS WORTH THE TIME, MONEY, AND EFFORT TO GET A COLLEGE EDUCATION: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
T	14.	A STUDENT WITH PROBLEMS CAN GET HELP FROM A COUNSELOR: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
T	15.	WHEN ONE HAS TROUBLE WITH SCHOOL WORK, IT IS A GOOD IDEA TO TALK IT OVER WITH THE TEACHERS: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
E	16.	IT IS WORTHWHILE TO WORK HARD AND BECOME INTERESTED IN EVERY SCHOOL COURSE ONE TAKES: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
S	17.	IT IS MORE IMPORTANT TO HAVE A GOOD TIME IN SCHOOL THAN TO STUDY AND LEARN: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								
P	18.	IT IS MORE IMPORTANT TO DO WELL IN SPORTS THAN IN CLASS WORK: Nearly always / Most of the time / Sometimes / Very few times / Nearly never								

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		B-1	W-5	C-2	S-4	G-3	T-2	H-4	M-1	R-6
P	19.	IT IS A GOOD THING TO BE IN A GANG WHILE GOING TO SCHOOL: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
T	20.	TEACHERS ARE NOT FAIR WHEN THEY GIVE GRADES: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
S	21.	IT IS GOOD TO TAKE PART IN CLASS DISCUSSION AS MUCH AS POSSIBLE: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
T	22.	STUDENTS SHOULD FEEL FREE TO DISAGREE WITH TEACHERS: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
T	23.	THE PRINCIPAL AND VICE-PRINCIPAL HELP THE STUDENTS: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
S	24.	ALL STUDENTS SHOULD TRY TO BECOME SCHOOL LEADERS: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
T	25.	TEACHERS PICK ON CERTAIN STUDENTS: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
P	26.	STUDENTS IN SCHOOL ARE VERY UNFRIENDLY TO ME: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
T	27.	TEACHERS SHOULD GIVE MOST OF THEIR HELP AND ATTENTION TO THE GOOD STUDENTS: Nearly always		Most of the time		Sometimes	Very few times		Nearly never	
S	28.	IT IS WORTHWHILE TO HAVE GOOD ATTENDANCE IN ALL CLASSES: Nearly always		Most of the time		Sometimes		Very few times		Nearly never
E	29.	IT IS IMPORTANT TO FINISH THE TENTH GRADE: Nearly always		Most of the time		Sometimes		Very few times		Nearly never

Appendix N

Teacher Perceptions of the Extent of
Usefulness (in %) of Selected Methods
in the Development of Positive Self-Esteem

Teacher Perceptions of the Extent of Usefulness (in %) of Selected Methods in the Development of Positive Student Self-ESteem

Method	Percent of Teachers* Indicating Extent of Usefulness 0	1	2	3	4	5
1. encourage cooperation among students	0	0	0	0	20	80
2. encourage students to participate in decision-making	0	0	0	40	20	40
3. listen to students and try to show them you care about them	0	0	0	0	20	80
4. give recognition to students who participate in extra curricular activities	0	0	20	0	20	60
5. use positive, non-verbal communication	0	0	0	0	20	80
6. encourage adults in your school to be aware of the feelings of students	0	0	0	0	40	60
7. encourage students to participate in extra curricular activities	0	0	0	40	20	40
8. let students know that you trust them	0	0	20	0	40	40
9. relay positve comments about students to their parents	0	0	0	0	20	80

Method	Percent of Teachers* Indicating Extent of Usefulness 0	1	2	3	4	5
10. write constructive comments on students' work	0	0	0	0	20	80
11. make positive comments to students	0	0	0	0	0	100
12. be a positive model for your students	0	0	0	0	0	100
13. tell students about your own interests	0	0	0	80	0	20
14. take adequate time to explain to students concepts they don't understand	0	0	0	0	0	100
15. remember special things about your students	0	0	0	40	20	40
16. help students learn respect for the rights and feelings of others	0	0	0	0	20	80
17. recognize and acknowledge students outside of class time	0	0	0	20	20	60
18. avoid criticizing students in front of their peers	0	0	0	0	20	80
19. encourage positive remarks from one student to another	0	0	0	0	0	100
20. help students build on their strengths	0	0	0	0	20	80
21. give students opportunities to show their peers that they can do well	0	0	0	20	0	80

Method	Percent of Teachers* Indicating Extent of Usefulness 0	1	2	3	4	5
22. provide students with opportunities for success	0	0	0	0	20	80
23. develop a sense of humor with students	0	0	0	20	40	40
24. recognize and acknowledge students' feelings	0	0	0	0	20	80
25. discourage negative remarks from one student to another	0	0	0	0	0	100

Responses were made on a 6-point scale where 0 = Haven't used this method to 5= Of very great use.

* Teachers participating in survey = 5

Appendix O

Student Responses (in %) Regarding
Importance Of Methods Teachers Use and
Whether They Use These Often Enough For Students

Appendix O

Student Responses (in %) Regarding Importance of Methods Teachers Use and Whether They Use These Often Enough for the Students

Method	Importance**			Extent Done***		
	1	2	3	1	2	3
1. Teachers say good things about work I have done	0	20	80	60	40	0
2. Teachers are nice to me	0	0	100	80	20	0
3. Teachers look happy to see me	20	20	60	60	40	0
4. Teachers help me learn to work with others	20	40	40	40	60	0
5. Teachers help me to feel good about myself	0	0	100	80	20	0
6. Teachers listen to me	0	0	100	100	0	0
7. Teachers let me help make some of the rules in the classroom	20	40	40	40	60	0
8. Teachers sometimes tell me about things they like and do	60	20	20	60	20	20
9. Teachers remember special things about me, like my name, my birthday, or my hobbies	0	20	80	80	20	0
10. Teachers understand how I feel	0	0	100	80	20	0
11. Teachers take time to explain things to me	0	0	100	80	20	0

Appendix O

Method	Importance** 1	2	3	Extent Done*** 1	2	3
12. Teachers put my work up on display	0	40	60	80	20	0
13. Teachers show interest in things I do outside the classroom	80	20	0	40	60	0
14. Teachers give me work that I can do well	0	0	100	60	40	0
15. Teachers trust me	0	20	80	40	60	0

** 1 = not important, 2 = important, 3 = very important

*** 1 = not enough, 2 = enough, 3 = too much

Appendix P

Scores for Students on the "Way I Feel About Myself" Self-Concept Inventory

Appendix P

*Scores for Students on the "Way I Feel About Myself" Self-Concept Inventory

Student	Pretest	Posttest
1	59	76
2	40	66
3	56	65
4	37	58
5	59	78
6	48	64
7	43	62
8	46	62
9	51	60
10	34	59
Group Average	47.3	65.0

* Responses were made to 80 "yes - no" items.